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ABSTRACT

This curriculum guide provides a detailed description of the program in English as a second language (ESL) in the Newark Public Schools. After an introduction that describes the audiolingual method of teaching foreign languages and that defines briefly the cognitive approach to language instruction and the "silent way," the guide presents the material in seven parts. Parts two and three deal with the philosophy and goals of ESL in Newark. The greatest part of the guide is devoted to: (1) teaching methods and techniques; (2) development of levels and objectives for listening and speaking, reading, writing, and culture; (3) and appendices which provide a large number of class activities and devices. The emphasis is on making the techniques and activities usable by teachers. Each activity is clearly described with regard to procedure and necessary materials; numerous examples of class exercises are provided. Evaluation forms for use by teachers and a bibliography complete the volume. (AMH)

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ESL
Listening
Speaking
Reading
Writing
Cultural Understanding

CURRICULUM GUIDE

ENGLISH AS A SECOND LANGUAGE

KINDERGARTEN THROUGH GRADE TWELVE

1980
NEWARK PUBLIC SCHOOLS
NEWARK, N.J.

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INTRODUCTION

The success of any educational program depends on the commitment and preparation of the teachers involved. Teachers of English to speakers of other languages are to provide the students with the necessary skills and knowledge which will enable them to make choices within the environment in which they live.

The teachers engaged in teaching English to speakers of other languages should be familiar with the disciplines of linguistics, psychology, and pedagogy. Professor William Mackey, a leading authority in second language teaching and methodology, tells us that "while sciences have advanced by approximations in which each new stage results from an improvement, not a rejection, of what has gone before, language teaching methods have followed the pendulum of fashion from one extreme to the other."

Background:

As we examine the pages of history, we have found that language teaching first swings from active oral uses in the medieval time to learning by rules of the Renaissance grammars, back to oral learning following the ideas of the famous Czech educator Jan Comenius, back to rule learning throughout the nineteenth century, and back again to the primacy of speech at the turn of the twentieth century. At present there is an inclination to the structural cognitive technique which if added will be another swing to the score. Teachers should have in mind that the reasons for this constant change do not lie in the failure of any particular set of techniques, but are rather to be found in the variations in linguistics, psychological and pedagogical concepts which in turn cause corresponding variations in notions of what it means to acquire, teach or learn a language.

Implication:

It is of great importance, therefore, for English as a second language teachers to keep abreast of the latest trends in language teaching in order to increase the resourcefulness of their teaching.

Audiolingual Method:

The audiolingual method of teaching a second language began to flourish after World War II when the need for second language speakers was widely recognized. It originated among behavioral psychologists and descriptive linguists who subscribed to the theory that all learning in both humans and animals, consisted of some form of conditioning. They assigned the mind the passive role of receiving and recording stimuli. Learning was viewed as a mechanical process and language as just behavior. Thus, language learning under the audiolingual method began as nothing more than the formation and performance of habits. This approach called for basic changes in methods of language teaching which up until then concentrated almost exclusively on reading, translation, and composition skills and neglected oral comprehension and speaking ability. The implications for the classroom were revolutionary. At its inception the audiolingual method offered a revitalizing change. Students were no longer asked to passively absorb the body of information presented to them, but instead they were to participate actively in the teacher's directed exercises.

Early Audiolingual Classes:

Early audiolingual classes began with a pre-reading period and were teacher-centered. Learning under these conditions was a tightly controlled process in which the students were conditioned to give predetermined responses guided by the teacher.

Improvement of the Audiolingual Method:

Recent changes in the audiolingual materials have centered around measures to improve student comprehension and a relaxation in the restriction of using the first language.

The Cognitive Approach:

The cognitive approach derives its theoretical strength from cognitive psychologists and transformational generative linguists. Both disciplines emphasize the role of the mind in acquiring new information; they recognize the mind as a center of learning. Cognitive techniques emphasize meaningful learning, meaningful practice and meaningful activities. With this practice the teacher can expand the students' ability to create meaningful replies to any given situation.

The exercises in the cognitive approach emphasize the comprehension of forms, the conscious learning of forms, and the conscious selection of forms to fit the context. Final exercises in units of work provide the students with opportunities for incorporating what they have learned into a communicative whole.

The four areas of communication skills - listening, speaking, reading and writing - are emphasized at approximately the same time, according to the level of maturity of the student.

The Silent Way Method

"The Silent Way" is an innovative approach to the teaching of English as a second language. The instructor serves as a facilitator of learning and a catalyst for discussion, speaking as little as possible which gives the method its name. In "The Silent Way" the silence is an active one, with which the instructor guides and encourages the participants.

PHILOSOPHY OF ENGLISH AS A SECOND LANGUAGE IN OUR SYSTEM

Developmental Linguistic Needs

The skills of listening and speaking are essential to the learning process and are fundamental to success in reading and other curriculum areas. Limited English-speaking students need special help in both speech development and language improvement to attain the essential skills relative to the learning process. They must have the opportunity to gain experiences in language that are not just occasional, but are continual and relevant to their developmental needs.

Emphasis is on listening, speaking, reading and writing. Listening and speaking are considered the first steps to language learning; reading and writing are their expressions in graphic form.

The focus is primarily audiolingual. Children are not expected to read or write words until they hear them, understand their meanings and have used them in speaking. This oral expression becomes the foundation for their first experiences in reading in the E.S.L. class.

Techniques for teaching different aspects of an E.S.L. class should be varied and appropriate to the level of language proficiency and age of the students.

The development of a reading program for the E.S.L. students must be considered in terms of the level of linguistic ability of the student both in his/her native language and in English rather than in terms of grade placement. In the preparation of materials the teacher must consider the differences in the native linguistic background of the students in order to meet their needs and interests.

The teacher's understanding of the students' cultural heritage and the essential differences in speech patterns between the first and the second languages are of great importance.

Instructional Practices

Techniques for teaching students who cannot read their own language and for teaching those who can read their own language differ for the most part in the level and rate of progress.

Children who cannot read their own language must be given the same kind of foundation in listening and speaking activities as are all beginning readers.

A young child's initial second language exposure must be based on real and pleasant experiences in order to ensure that his/her motivation and interest are encouraged.

The listening and speaking skills are important at every level of instruction especially when a child does not read in his/her native language. The listening-speaking level is primarily a structured language developmental period. It is a period in which essential habits are established. These good speech habits should be emphasized early in his/her learning of the new language. As the students become more competent in oral communication, they can start the process of assimilating the written word.

At the primary level, the E.S.L. program also provides certain readiness and reading activities which are not in conflict with the reading instruction of the first language of the child. At this stage the presentation of reading activities which cause a great amount of interference with the first language, should be postponed until the child in the bilingual program has mastered those skills in his/her native language. Experiments in bilingual education with young children in the primary grades have demonstrated that children make greater progress in reading a second language if they learn to read their native language first.

While the native language teacher provides reading readiness and other reading activities to the non-English speaking children, the E.S.L. teacher concentrates on developing oral communication, good speech habits, meaningful vocabulary, and liking for the English language and also concentrates on providing an atmosphere of understanding and mutual trust in the classroom .

Students who are able to read in their native language may have acquired and developed language skills with varying degrees of proficiency. The older the students, the wider the range of educational background and diversity.

Children who are able to read in their native language have learned to relate the sounds of the spoken words to the graphic symbols which represent them in their own language. They have an understanding of the fundamental reading process that may be transferred to reading in English, once they have acquired oral control of some vocabulary and sentence patterns.

The techniques for teaching reading as a second language to these students involve teaching the sounds of spoken English by developing listening and speaking abilities and relating these sounds to the graphic symbols.

For these students it is not necessary to postpone contact with the reading materials until students have a complete command of structures adequate for expressing all their ideas. In the beginning materials for reading activities may consist of sentences or short paragraphs given orally by the students and written down by the teacher. These may be presented either on the board or on a chart. Teacher-prepared controlled charts, stories by students, stories adapted with controlled vocabulary, appropriate books, controlled compositions and other appropriate materials may also be used.

Oral reading helps to establish in the children's minds the relationship between speech and reading. Oral reading of meaningful words, phrases, sentences and paragraphs, first by the teacher, and then by the students, stresses the interrelationship of listening, speaking, reading and writing. The immediate recording of oral expression strengthens the relationship between the oral and the printed word.

Writing skills are taught to the E.S.L. children in relation to the progress made in listening, speaking and reading activities. Vocabulary and concepts developed through oral communication lay the foundation for the child's understanding of what he reads and provide him/her with words to use in writing.

Sentence patterns made familiar through speaking and reading are used in written expression.

Evaluation of pupils' performance is an integral and continuous part of the E.S.L. program. Daily observation of the children's progress is a useful tool of evaluation employed by teachers. It reveals the actual performance of the children and also various important reactions, interest and emotions which are taken into consideration when planning appropriate E.S.L. educational activities.

For a more formal evaluation of children's progress the teacher uses the district E.S.L. tests on listening, speaking, reading and writing.

Standardized tests are the usual evaluative instruments for periodic measurement of pupils' progress on a city-wide basis.

The teacher supplies the vital personal ingredient which motivates and influences all his/her students to successful accomplishment. The E.S.L. teacher is the person who will be changing the life of so many non-English speaking students.

GOALS OF THE E.S.L. PROGRAM

I

The student will develop the ability to listen with comprehension and speak English with reasonable adherence to standard pronunciation and usage as appropriate to the situation.

II

The student will develop the ability to read materials which contain known elements while gradually introducing unknown elements.

III

The student will develop the skills to write in English adequately adhering to the conventions of standard American English spelling, punctuation and usage.

IV

The student will develop an awareness of existing cultural differences.

METHODS AND TECHNIQUES

Methodological Approaches for Language Development

Following are some recommended drills for use in the ESL classroom which will help the student in his/her language acquisition. In drilling language patterns, it is suggested that the teacher model the sentence at a normal rate of speed, and have the students listen and repeat. Drills will provide the practice for the students to learn material through imitation. The drills should be continued until the student can comfortably and accurately repeat the structures.

Drills

Several drills may be used to present any item in the E.S.L. classroom. Some of them are more effective than others when presenting particular structures. A variety of interesting drills will hold the attention of every student at most times. It would be beneficial for the E.S.L. teacher to become familiar with the drills presented in this section.

Substitution

Replacement

Paired Sentences

Transformation

Expansion

Progressive Replacement

Directed Practice

Integration

Reduction

Basic Questions and Answers

  a) Specific Questions and Answers
  b) Patterned Responses
  c) Free Responses

Substitution

In this drill, students use another word of the same class in the place of a word in the sentence. A noun is replaced by another noun, a verb by another verb, an adjective by another adjective, a determiner by another determiner.

This drill can be done with four kinds of cues: 1) spoken words; 2) objects; 3) pictures; 4) written words. It is desirable to start with spoken words so that students don't have to recall the sounds of the word which stands for the object or picture.

Let's assume you are teaching the present of have. Give them a sentence. "I have a pencil." Say in English. "Now, I'll give you another word. Put it (or use it) in the place of pencil."

1. Say "I have a pencil." Pause for a moment. Say "ruler." The student called upon will say "I have a ruler." Say "notebook." The student will say "I have a notebook." Continue in this way, practicing about ten sentences. Then proceed to "You have," "we have," etc., using the same or similar vocabulary items.

2. Instead of the word, now show an object. As above, say a sentence; then show an object; then call on a student.

3. Instead of the word or object, show a picture or a chart of pictures. Give the base sentence, then point to one of the pictures sometimes in sequence, sometimes at random. At times, have students come up and point to the pictures. They will call on their classmates to give the sentences.

4. Instead of the spoken word, object, or picture use flashcards on which individual words are written.

Replacement

The students will be expected to replace one element with another, e.g., nouns or names by pronoun (he, she, etc.).

1. Give a sentence: "John has a pencil." The students will be expected to say, "He has a pencil." Do not change the object (pencil) in any of the sentences in the drill. In the drills we will describe (except the Progressive Replacement Drill), only one element in the sentence is to be changed at one time.
2. Give sentences with often, for example. The students will give the same sentence with many times a week; e.g., I often speak to him. I speak to him many times a week.
3. Give sentences such as "I see the man." Students will say "I see him."
4. Give sentences such as "I have to go now." Students will say "I must go now."

Paired Sentences

In this drill, you will give a sentence and then ask a question. For example, you will say, "Mary likes to study. What about you?" or "They like to study, too." This is a good drill for practicing verb forms or adjectives. For example, "Joan is pretty. What about Helen?" -- "Helen is pretty, too."

Transformation

(Sometimes called conversion): The students will be given practice in changing from affirmative to negative or to interrogative and later from present to past or to future, etc. Give the model sentence and say, for example, "Now we're going to make questions from these sentences, and say "He has a pencil." The student will say, "Does he have a pencil?"

Expansion

The students will be given a word or expression to be added to a sentence you give them. For example, "Let's add the word always to these sentences." Say, "I have a pencil." The student says, "I always have a pencil." In later stages, they may be asked to place expressions such as "I'm sure", "I think", "I know" before other sentences.

With advanced classes, you may ask them to expand a sentence with a word or expression which will necessitate a change in verb form, e.g., 'Use yesterday in these sentences. Make the necessary changes." "I'm eating. (I ate yesterday)" or place "The man asked me" in front of this sentence .."How old are you?" (The man asked me how old I was).

Progressive Replacement

This drill needs much teacher help at the beginning, but students enjoy doing it after they've learned the trick of it. This is a multiple substitution drill. Whereas in the substitution drill only one element was changed each time (the noun or the adjective or the verb), in this drill a new element is changed in each sentence. The students have to remember what is said in each sentence in order to form the new sentence.

Example:

Teacher: I have a red pencil.
Students: I have a red pencil.

Teacher: green
Students: I have a green pencil.

Teacher: he
Students: He has a green pencil.

Teacher: they
Students: They have green pencils.

Teacher: four
Students: They have four green pencils.

Teacher: need
Students: They need four green pencils

a. Student 1 asks student 2 a question. Student 2 answers. Student 3 asks the same question of student 4.

b. Student 1 asks student 2 a question. Student 2 answers and asks the same question of student 3.

c. Student 1 asks student 2 a question; e.g., "Do you have a pencil?" Student 2 answers, "Yes, I do" or "Yes, I have a pencil." Student 3 asks student 4, "Does he (or she) have a pencil?" referring to student 2.

Directed Practice

A student is directed (asked) to ask another student a question. The second student is directed to answer. This drill needs a lot of help from you at the beginning. It should be done in three stages:

Stage I- Teacher: "🧍, ask 🧍, if he has a pencil."
Teacher: "🧍, tell 🧍, 'I have a pencil,' or 'Yes, I do.' "

Stage II- Teacher says, "🧍, ask 🧍 if he has a pencil."
Teacher whispers to 🧍, "Do you have a pencil?"

The teacher says to the second student, "🧍, tell 🧍 you have a pencil." He whispers: "Yes, I have a pencil," and the student says, "Yes, I have a pencil," aloud.

Stage III-You do not whisper the direct question (that is, you don't prompt the students). If the students don't know what to say, help them, of course. If these drills are built up gradually over a long series of lessons, however, you will find that you have little or no prompting to do at this stage.

Integration

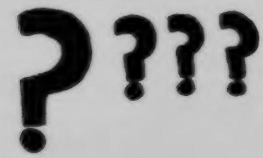
Students are asked to put two short sentences together to make one sentence, for example, "I have a pencil. It's red," becomes "I have a red pencil." "The woman is in the store. She's my sister," becomes "The woman in the store is my sister."

Reduction

This drill is a form or replacement drill because you "reduce" a sentence by changing an expression to a word. For example, "Come to my house" to "Come here."

Later you can practice substitute expressions. "I'd like one of the books in the window" to "I'd like one of those;" "I see all the people" to "I see everyone;" "I think it's raining" to "I think so."

Basic Question and Answer Drills



1. Specific questions and answers:

> Answer Yes. Give a long answer (a complete sentence). "Do you have a pencil? "Yes, I have a pencil." - A substitution drill can be combined effectively with this question-answer practice.
>
> Answer Yes. Give a short answer. "Do you have a pencil?" "Yes, I do".
>
> Answer No. Give a long answer. "Do you have a pencil?" "No, I don't have a pencil."
>
> Answer No. Give a short answer. "Do you have a pencil?" "No, I don't."
>
> Answer No. Tell what you have (or tell what it is). "Do you have a pencil?" "No, I don't have a pencil. I have a pen." "Is this a table?" "No, it's not (or it isn't) a table. It's a chair."

At the beginning, the teacher or an able student may give the cue which tells the students what to answer. For example, "Do you have a pencil?" The teacher or student says "pen" (or shows the picture, object, or word pen), and the student answers, "No, I don't have a pencil. I have a pen."

Choose one or the other, "Do you have a pencil or a pen?". "I have a (pen)."

2. Patterned Responses: The teacher asks a question such as "Do you have a pencil?" or "May I borrow your pencil?" The student always answers with the sentence being practiced; for example, "Yes, here it is." "Do you like salad (ice-cream, swimming, etc.)?" "Yes, very much."

At more advanced levels, the patterned response drill can be used to practice changes in word order or substitute expressions. Notice:

I'm hungry...So am I.
I'm thirsty..So am I.
Do you think she's pretty? ...Yes, I think so.
Do you think it's going to rain?...Yes, I think so.

or

Would you like one of these lovely pictures?...Yes, I'd like one, etc.

3. Free Responses: The teacher may ask "What do I have in my desk?" (or in my hand). A student would answer, "You have a pencil, a pen," etc. The teacher would ask, "What do you have on your desk?" or "What do you bring to school?" or "What do we have in this room?" or anything he is practicing. In this activity, the teacher (or a student) can again use spoken words, pictures, objects, or written words to elicit the response desired.

STEPS IN LANGUAGE LEARNING

In learning a new language the following steps are involved:

1. Comprehension

The student recognizes and understands the new language structures and vocabulary. The teacher serves as a model and provides such means as visual clues, pantomimes, dramatizations and many other aids to insure comprehension.

2. Repetition

The student repeats the structures and vocabulary as many times as necessary to establish good pronunciation, intonation, patterns and rhythm, word order and stress, which he can understand to be meaningful.

3. Practice

The student practices the language structures and vocabulary in a variety of drills to reinforce and fix concepts.

4. Application

The student practices the language structures and vocabulary in reading and writing exercises.

5. Further Applications

The student is able to apply learned material to other situations.

BASIC CONSIDERATIONS WHEN TEACHING ENGLISH AS A SECOND LANGUAGE

Encouragement and Understanding

The teacher must consider the development of an atmosphere of understanding and mutual trust in the classroom, in order to put the students at ease and help them to express themselves, reveal their concerns, and obtain the most from the instructional program.

The teacher must consider the reinforcement of the students' efforts for showing greater responsiveness to the learning experience. It is important to consider differences in types of reinforcement associated with a particular culture.

Planning and Evaluation

Planning the lessons carefully is essential for a successful English as a Second Language program. It is the initial step in teaching.

All planning must be done with the individual student in mind. After the teacher has assessed his/her students, he/she can make plans for proper instruction.

Regardless of the final evaluation requirements at the end of the school year, the evaluation of students' progress should be a constant and consistent part of the teacher's work.

A continuous evaluation is the foundation for good planning. It may be in the form of an oral exercise, in a conversation or in any other appropriate way. A checklist of ESL skills will be required to follow the progress of each child in the program by the ESL teacher.

Beginning Classes

There is no simple way to start a class of beginning students, but you should always go from the simple to the more complex.

On all levels of instruction, be sure that the students master one structure before going on to another. Although the students' progress at the beginning may seem slow to you, keep in mind that these new sounds and structures are not mastered easily. If the teacher presents too many structures too fast, the student will become both confused and discouraged. If all the complexities of English are thrown at the students at once, they will tend to give up and decide that English is too difficult, that they can never learn it. Guide them forward step by step, giving them a good solid foundation to build on.

Self-Confidence

The teacher should make every effort to take a personal interest in his/her students by showing that he/she wants them to learn and that he/she is there to help.

Learning a new language is a difficult task and it is easy for students to become discouraged. Teacher must communicate to the students that he/she is making progress and that learning this strange jumble of sounds is not a hopeless task. A little success increases self-confidence.

Correct Model

Students learn most successfully through imitation of a correct model, notably the teacher. This is essential to foreign and second language teaching. The E.S.L. teacher realizes that infinite patience is required in becoming a correct model for the students. Constant repetition is mandatory in order to elicit a satisfactory imitation of his/her speech. Correction must be made with patience and insight. Practice must continue until all students have become automatic in their oral production. Although a tedious task, it is deeply rewarding.

Drills

Short frequent and meaningful drills are recommended. Every class differs. One may need more drill than other. Students will become fatigued and bored with drilling for too long a period of time.

Records and tapes should be used to relieve the teacher as he/she moves about the room listening to students' responses. These aids can also used to assist in dialogue presentation and review.

The theory behind the intensive drills is to make the students' responses automatic. Students should not have to stop to translate or think through a rule or a set of rules before they can speak the language.

Basic Conversations and the Dialogue

To develop the natural sequence of learning a language, the teacher presents a dialogue or other basic utterances in English, speaking at a normal conversational rate. The sounds of English are given meaning by relating them to objects and actions in the situation. The familiarity of the dialogue or situation presented enables students to participate in activities which are within the realm of their own experience.

A dialogue is a conversation between two or more speakers which presents the spoken language in a manner natural to the native speaker. The situation of the dialogue or other basic utterances should be geared to the age and interest of the student. Since learning proceeds more readily if the nature of the problem is made clear, a brief description is given before the presentation of the dialogue. Visual clues may be used for this purpose.

Importance of Listening

Attentive listening precedes the acquisition of speech habits. Students must hear and recognize the patterns of sound before they attempt them orally. To insure active listening, teachers should make use of visuals and test comprehension through the use of questions.

Sentence Structures

In a simple lesson such as this, one is giving the students basic sentence structures on which almost infinite variations may be built. For every new vocabulary item included in the structure, the teacher is multiplying the number of times the pupils will hear and use the basic structures.

This is____________.	What's this?	It's (a, an)________.
These are__________.	What are these?	They're_____________.

Using no more structures than these, the teacher is presenting word order, plurality, verb forms, agreement and the use of the indefinite article. Still using the same classroom vocabulary items, or others which can easily be introduced, the teacher can refer to other basic structures.

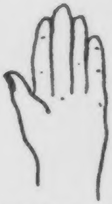
This is not a__________.	Are these _______?	It is a________.
These are not__________.	No, they are not.	No, it is not.
Yes, it is.	They are________.	Yes, they are.

Still using vocabulary which is easily explained by gestures and pointing, the teacher can give these same basic structures introducing the pronouns, "I, we, you, he, she, they."

It is important to notice that in all the structures above, only the forms of the verb "to be" have been introduced. The plan is to utilize this one verb form until it has been thoroughly mastered before proceeding to other verbs.

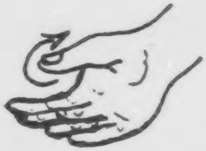
DEVICES FOR ELICITING RESPONSES

It is helpful and time-saving to use hand signals to indicate which pupils are to respond and how they are to respond. The teacher should be consistent in using these signals so that the same motion will always result in the same type of response. The following signals are examples:



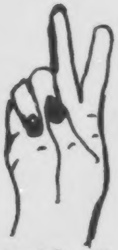
Modeling the Sounds

The open hand with the palm facing the class is slightly raised. The students listen while the teacher models the sound.



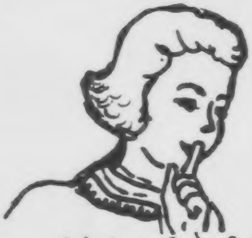
Eliciting a Full Choral Response

The teacher's arm is extended out to the class. The open hand with the palm facing the teacher is moved up and over toward the teacher.



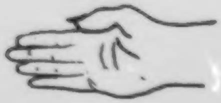
Calling a Double Repetition

Two fingers are held up, to show that students are to reply twice in succession.



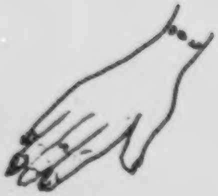
Listen Carefully

The teacher puts his/her finger on the lips. Students listen carefully.



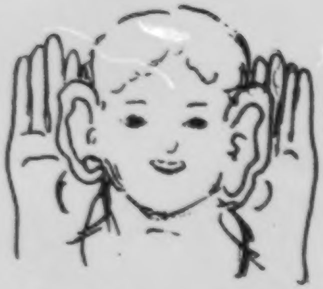
Eliciting a Row Response

With the hand held straight out, the teacher indicates which row is to respond.



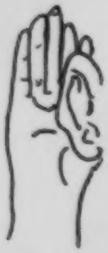
Eliciting a Half Choral Response

The teacher makes a motion with the hand over that half of the class that is to respond



Calling for a Louder Response

The teacher's hands are placed behind the ears. The students should respond in a louder voice.



Listen Carefully

The teacher's hand is placed behind the ear. The students listen and repeat what has been said.

DEVELOPING AUDITORY RECOGNITION OF SYLLABLES

Recommended procedure to simplify the recognition of syllables at any grade level.

1. Pronounce a very familiar one syllable word.

   Example: do

2. Have students pronounce it.

3. Add a second syllable to the initial one and pronounce it.

   Example: do ing (Show two movements with your hands)

4. Have students pronounce it.

5. Ask the students if they hear two parts in the word when they pronounce it. Have them pronounce the word again showing with their hand movements the first and the second part of the word.

6. Write the word do and have the students read the word after you.

7. Write the word doing under it and have the students find the first part in the long word. Explain that these parts of words are called syllables.

8. Underline the syllables in the word but don't separate them.

   Example: doing

9. Pronounce other familiar words. Have the students pronounce them indicating with their hands the number of syllables they hear in each word.

SUGGESTIONS FOR CREATING A GOOD LANGUAGE LEARNING ENVIRONMENT

1. Provide an opportunity for each student to participate. Never force. Lead by means of varied activities.
2. Proceed from easy to more difficult lessons step by step.
3. Be flexible but consistent in delivering your lessons.
4. Try to make it possible for every child in your class to succeed in some way every time you meet. Praise your students for even the smallest sign of progress.
5. Evaluation process of performance of each child should be continuous.
6. Present review exercises in every lesson to help the slow learners. Complete mastery of each lesson is not possible for every student.
7. Be a good listener.
8. Speak clearly and loudly enough for everyone to hear. Accent the positive, be optimistic and relaxed.
9. The practice of praise for your students relieves tension and makes for a better relationship among students and between students and teacher.
10. Show interest in their native language and other aspects of their culture.
11. Correct the students from the very beginning, but never embarrass them.
12. Give each student a fresh model to imitate before asking him/her to repeat.

13. In the beginning, it is wise to go around the class in the same order rather than calling on the students at random.

14. Speak at the same speed as in ordinary conversation and move from student to student quickly. A real rhythm should be established in these intensive drills in order to keep the students alert and interested.

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DEVELOPING WORD RECOGNITION SKILLS

As the students have acquired fluency in understanding and speaking English, the teacher can start directing them to practice certain pre-reading skills which in time will help the student to become successful readers of English. It is recommended the teacher not eliminate the oral practice of English structures and other similar activities which enable the students to acquire the English vocabulary.

I. Picture Clues

1. Label all objects in the classroom as you introduce their names in English.

2. Review the names of objects in the classroom systematically.

3. Make a set of flashcards with the names of the objects.

    a) Have the students take turns in matching flashcards with the corresponding objects you want practiced.

    b) Have the students match word cards to the same words written on the board or on other cards.

    c) Have students match word pairs from two different boxes.

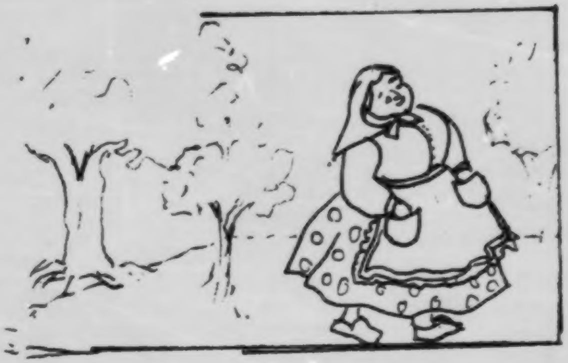
4. Have the students label objects in the classroom or in a picture.

5. Have the students label colors with the corresponding words.

6. Give the student a picture to color. Specify in writing the colors to be used in coloring the different items in the picture.

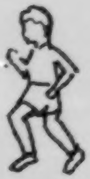
Example:

Color the hair brown.
Color the shoes black.
Color the skirt blue.
Color the blouse yellow.
Color the apron white,
etc.

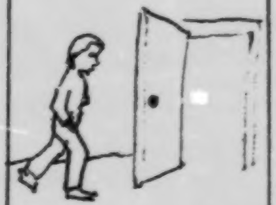


7. Have simple commands represented by pictures on construction paper (5x7). Have each child take one. Students will follow the instruction or instructions given.

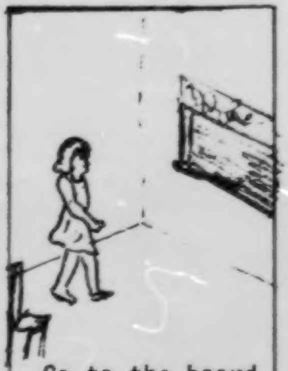
Example:



Run.



Walk to the door.



Go to the board.
Write your name.
Sit down.

Then, eliminate the pictures and have only the commands.

Run.

Walk to the door.

Go to the board.
Write your name.
Sit down.

8. Provide systematic instruction for learning different occupations, places and things

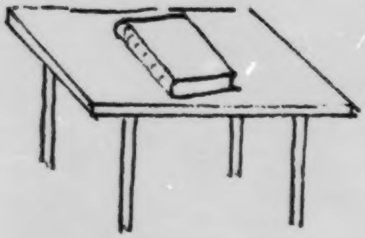
Example:

Occupations	Places	Things
teacher	school	objects in the neighborhood, etc.
doctor	church	
nurse	zoo	
mechanic	park	

9. Concepts can be clarified by means of experiences, pictures, games, filmstrips and many other devices the teacher can provide.

10. Present the students with a set of pictures. Prepare a set of phrases or sentences. Children match phrases or sentences with the picture they describe.

Example:



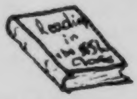
The book is on the table.

on the table.

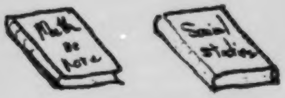
II. Structural Analysis

Normal sequence for utilizing structural analysis skills.

a. Understanding the basic concept by using concrete objects, actions, pictures, etc.


Reading in the ESL Class

book



books

b. Careful observation of visual details of words.

c. Recognizing basic words.

d. Recognizing the syllables in a word.

e. Recognizing plurals ending in s, es and ies. Oral exercise precedes all reading activities.

f. Recognizing short words in long words.

g. Recognizing compound words. This is done by auditory and visual discrimination, word building and contextual application.

h. Recognizing contractions.

i. Recognizing possessives.

j. Recognizing suffixes when added to root words.

k. Recognizing prefixes when added to root words.

l. Recognizing the use of accent.

m. Recognizing punctuation clues to word meaning.

n. Recognizing common abbreviations.

III. Developing Word Form Clues

a. Understanding the concept.

b. Careful observation of visual details of words.

c. Observing upper and lower - case letters.

d. Observing words of different length.

e. Observing words with double letters.

IV. Developing Context Clues

a. Understanding English patterns. Certain words occur in particular places in sentences. Meaning of a new word can be known by observing the place the word is in the sentence and its relationship to the rest of the sentence.

Water the plant. (something you are asked to do)

I like to drink cold water. (something you can drink)

b. Substituting different parts of a sentence making necessary word changes (man-men).

Example:

____________tall man walked in the park.

The	ran	yard.
Three	etc.	etc.
Few		
Those		
Many		
Several,etc.		

c. Recognizing synonyms of common words.

Example:

little - small
alike - similar
bag - sack
calm - quiet
gift - present
last - final

Appropriate games can be used.

Example:

"Match the Words."

Individual students match sets of synonyms written on oak tag.

d. Recognizing antonyms - know concept of words with opposite meanings.

Example:

good - bad
quiet - noisy
day - night
boy - girl
wide - narrow
up - down
mother - father
happy - sad
hot - cold
big - little
long - short
skinny - fat

e. Recognizing homonyms - words that sound alike. Present homonyms and discuss meaning in context. Present a situation in which the students practice them in conversation.

Example:

sale - sail
buy - by
there - their
fare - fair
bear - bare
knew - new
eight - ate
brake - break
to - two - too
aunt - ant

V. Developing Phonetic Analysis Skills

In developing these skills, the teacher should keep in mind the sounds that bring more difficulties to the students learning English as a second language.

At this point, the native language of the child should have a great value in deciding which sounds of the English language will bring less interference to the child when learning English.

a. Consonant phonemes that are quite similar and occur in the same position as the child's native language.

b. Vowels phonemes that are quite similar to the child's native language.

c. Diphthongs which have near equivalent phonemes in the child's native language.

d. Consonant phonemes which do not occur in the child's native language.

e. Consonant clusters which show particular elements in common with the child's native language.

f. Vowels phonemes which do not occur in the child's native language.

g. Consonant clusters which do not occur in the child's native language.

h. Diphthongs which do not occur in the child's native language.

The sounds that are similar to the native language of the child cause him/her little or no difficulty.

The consonant phonemes that are similar to the native language of the child but do not have the same distribution in the stream of speech in English as they have in the native language are likely to cause some difficulty.

The consonant phonemes which do not occur in the child's native language present the greatest difficulty.

It is recommended that ESL teachers study the differences and similarities between the native language of the child and the English language in order to present their lessons with complete success.

VOCABULARY GROWTH

It is recommended that the ESL teacher make all efforts to promote vocabulary growth. The ESL program must enrich the understanding and speaking vocabularies and also develop a reading and a writing vocabulary according to the students' maturity

A rich vocabulary encourages clarity in the expression of ideas, promotes fluency in speaking and writing, adds to self-confidence, and is an index of the individual background.

It is recommended that the teacher present a variety of exercises which promote an interest in new words, such as:

1) Word lists related to an area of study.
2) Use of new words in oral and written language.
3) Attention to structural analysis of words.
4) Meaning from a particular position in a language structure.
5) Building lists of synonyms, antonyms and related vocabulary.

A. Vocabulary to be considered at early stages of instruction:

Group I

a
and
away
big
blue
can
come
down
find
for
funny
go
help
here
I
in
is
it
jump
little
look
make
me
my
not
one
play
red
run
said
see
the
three
to
two
up
we
where
yellow
you

Group 2

all
at
black
came
eat
good
new
on
please
ride
she
that
this
want
went
will
am
ate
brown
did
four
have
like
no
our
pretty
saw
so
there
too
was
what
with
are
be
but
do
get
he
must
now
out
ran
say
soon

Group 3

after
an
as
by
every
from
going
has
him
how
know
live
of
once
round
stop
thank
then
walk
again
any
ask
could
fly
give
had
her
his
just
let
may
old
open
put
some
take
them
think
were
when

B. Content Words:

Nouns, verbs, adjectives and adverbs are in this category. Content words are presented as the need for them arises. They are presented in familiar language structures.

The presentation of these words in structures for oral practice will prepare the students for the reading and writing experiences that follow oral mastery.

They are also known as form classes because many of them have special forms-endings and the like-which mark them off one from another.

C. Structure Words:

Represent auxiliaries, prepositions, conjunctions, interrogative words, articles, negatives, words for generalizations, degree words and words replacing nouns.

Structure words are taught on sentence patterns. They are taught with the content words needed to complete the thought.

Structure words clarify the meaning of sentences. They bring the form classes together in various ways permitting a more complicated construction of sentences.

The following list of structure words should be considered in context.

1. Words which are commonly used as prepositions. Prepositions are regularly misused by students learning English as a second language. ESL teachers should drill the prepositions in meaningful situations.

Group I

across
after
among
as
at
behind
below
beside
between
by
for
from
in
inside
into
like
near
of
on
over
to
under
up
with

Group 2

about
above
around
before
beneath
besides
beyond
but
down
during
except
of
through
til
since
toward
until
upon
within
without

Group 3

aboard
according to
against
along
amid
as for
as to
because of
concerning
considering
despite
except
except for
excepting
notwithstanding
out of
past
regarding
round
throughout
underneath

2. Words which are commonly used as auxiliaries:

do
did
does
have
has
had
is
are
was
were
am
can
may
will
shall
could
would
should
might
must

The verb "to be" is an important word in English which also serves as a regular verb. As an auxiliary, it patterns with verbs that end in ing. It also patterns with the past participle form of the verb. Students learning English as a second language should master the use of this verb at early stages.

The auxiliaries do (does, did); be (am, is, are, was, were); have (has, had) and the auxiliary can also occur as regular verbs.

3. Connectors - Words which are commonly used as connectors and also used to combine patterns in various ways. In drilling all these words, the teacher will use the appropriate sentence structures.

   a) Co-ordinating Conjunctions - Always connect expressions of the same grammatical value.

      and
      but
      for
      or
      nor

   b) Subordinating Conjunctions - They are used to connect dependent clauses to independent clauses. Some are used as prepositions or as adverbs. Relative pronouns are often considered subordinating words.

      Group 1

      after
      as
      because
      before
      if
      since
      than
      that
      till
      until
      unless
      when

      Group 2

      although
      as if
      as though
      as much as
      even if
      how
      in order that
      inasmuch as
      so that
      though
      where
      wherever
      whether
      while
      whenever
      where

c) Adverbs which generally occur as sentence connectors - They may stand between the patterns or may occur in or after the second pattern.

consequently
hence
besides
therefore
moreover
also
accordingly
however
nevertheless
indeed
furthermore
likewise
notwithstanding
otherwise
so
still
then
yet
thus

d) Correlative Conjunctions - They are used in pairs.

either.............or
neither............nor
whether............or
not only...........but also

READING IN THE E.S.L. PROGRAM

Reading for the E.S.L. student not only teaches him/her how to read the language but it also supports and supplements the basic oral practices he/she has acquired.

The development of an effective reading program in the E.S.L. class must be considered in terms of the level of linguistic ability of the student both in the native language and in English rather than in terms of grade placement. In planning the lessons the teacher must consider the differences in the native linguistic background of the students in order to meet the needs and interests of all of them.

Techniques for teaching reading should facilitate helping the student to read what he/she already understands and can say. This involves review of familiar structures and vocabulary in some literary form appropriate to their level.

Reading in the E.S.L. Program does not occupy a major proportion of the student's time at the initial stages but at the beginning of the intermediate stage and at the more advanced levels, reading is of primary importance. The student will soon be in regular classes and will need to have good reading ability in order to cope with the subject-matter.

BASIC CONSIDERATIONS
WHEN INTRODUCING READING

Before beginning to read in English, a student needs to have considerable oral skill in understanding and speaking. In the Bilingual Program, a student should be able to read in his/her first language before learning the skills in English in order to avoid confusion.

It is important that the student becomes familiar with English sounds and intonation patterns before he/she ever sees what English looks like in print. English spelling presents additional problems to speakers of nearly phonetic languages like Spanish and can lead to mispronunciations if the correct pronunciation has not been firmly established.

Teaching reading in the E.S.L. class differs from teaching reading to native English speakers in the following aspects:

Oral reading by the teacher to establish a model for pronunciation and intonation.

The initial reading material is prepared by the teacher and is based on the materials already introduced orally.

Objects, pictures, filmstrips, charts, gestures, etc., should be used to develop word meaning and comprehension skills. It is important that the teacher use meaningful words, structures, and cultural items to expand the student's concepts.

Appropriate listening and speaking activities should be planned to enable the student to hear, understand and repeat the material to be read.

It is appropriate that the teacher models the material to be read by the pupils. The teacher reads the reading selection aloud using proper pronunciation and intonation while the students follow silently. Guided reading will help the student to avoid mistakes besides directing him/her in a systematic way to independent reading.

Checking comprehension should be a continuous activity in the beginning stages. The techniques will vary according to the student's knowledge of English structures. It is recommended that:

The teacher controls the level of difficulty of the reading materials.
The teacher asks comprehension questions the students can understand.

a) questions which requires yes or no answers.
b) questions containing the answer.
c) question - word questions.

Example:

Maria is in the living room. She is reading her new book. She is reading to her brother.

Question	Exact Words	Inference	Application
Yes - No	Is Maria reading? Yes, she is. Maria is reading.	Is Maria's brother in the living room? Yes, he is. He is in the living room.	Do you like to read? Yes, I do. I like to read.
Contained Words	Is Maria in the living room or in the kitchen? Maria is in the living room.	Is Maria's brother in the living room or in the kitchen? He's in the living room.	Do you like new books or old books? I like new books.
Question-Words	What is she doing? She is reading.	Where is Maria's brother? He is in the living room.	What do you like to read? I like to read stories.

Directed Reading Instruction

An effective method of teaching a reading lesson to students in the E.S.L. program emphasizes the following:

Material should be selected according to the student's age and level of English. A language experience chart, a dialogue practiced in class or any other selected material may be appropriate.

Motivation:

A variety of questions may be asked about the selection. A discussion of content or a conversation may also be used to arouse the student's interest.

Oral reading by the teacher:

The teacher reads aloud while the students follow silently in their individual copies.The teacher reads at a normal tempo with proper intonation and pronunciation.

Reading by the student:

The students read sentence by sentence after the teacher. All the students will read the selection aloud at the same time imitating the teacher's intonation and pronunciation. Small groups and individual students will read the selection. Help when necessary.

Silent reading:

The teacher establishes the purpose for silent reading. At this point the students are familiar with the content of the selection and can answer with success factual questions about it. Inferential questions and the "Why" questions should be asked, only when the students have acquired sufficient control of the language structures and vocabulary, and a good understanding of the cultural traits involved.

Thus a variety of activities and objective exercises may follow. Dramatization, illustration of the material, transformations, summarizing the selection, sequencing experiences and filling blanks are some of the many activities the teacher may use.

Directed reading activities should continue until students have acquired oral control and proficiency in handling this type of reading.

After the students have been introduced to silent reading, the teacher continues developing the reading lesson in the same manner as before, but at this point silent reading precedes oral reading activities. After the students are able to function in English fairly well, they are ready to use methods and procedures of the regular reading program.

WRITING IN THE E.S.L. PROGRAM

Writing is the last of the language skills to be introduced. When students have gained mastery of oral expressions, and can read familiar material, they can profitably begin writing what they know.

Writing Activities

Copying is the first writing exercise to be presented. It teaches spelling, word order and punctuation. Dictation, which should be short but frequent, gives practice in listening and associating written forms with their oral equivalents. Controlled writing exercises help the students write correct English sentences. Truly creative writing requires a high degree of mastery of the oral language and should not be tried at the beginning levels. Nevertheless, semi-creative writing gives the students an opportunity to express their ideas using a framework designed to prevent most errors.

Correcting Written Work

As it has been expressed in the goals of the E.S.L program, our purpose is to guide the students to write correct English sentences. If there are many errors on a page, the teacher should consider the following questions:

- Have you pushed the student into writing activities before he/she has adequate control of the spoken language?
- Does he/she need more guided writing experiences before writing independently?

The E.S.L. teacher should have in mind that a non-native English speaker is working at a tremendous disadvantage when it comes to writing, for he/she has a limited stock of oral language to draw from and may have not yet developed the language skills in English to write what he really wants to say.

Suggested Steps for Introducing Writing

A - Copying (Stage 1)

1. Students copy words, signs, sentences, dialogues, paragraphs, etc., which have previously been mastered orally and read.
2. Students complete sentences using the appropriate word or phrase from a given list.
3. Students copy words and phrases identifying pictures and actions.
4. Students copy words from a given list which start with a specific letter.
5. Students are given a set of questions and separate answers. They copy each question with the corresponding answers under it.
6. Students will select the appropriate word from a given list to complete the statements presented by the teacher.

Examples:

(1) The teacher wants to practice capital and small letters in statements.

Column 1.	Column 2.
The	The girl is Maria.
Her	She is the teacher.
the	Her dress is red.
her	This is her dress.
	etc.

(2) The teacher wants to practice words with the same pronunciation and different spelling.

Column 1.	Column 2.
to	It is six minutes to one.
too	You can come too.
two	There are two apples on the table.
	etc.

B - Dictation (Stage 2)

Dictation forces the students to pay conscientious attention to the sounds of English, that is, to the pronunciation, the stress, and the intonation of the language. The dictation exercises give the students practice in the writing skills of capitalization, punctuation, spelling, indentation, margins, and legibility of handwriting. Initially, the exercises should be simple and according to the maturity of the students. As they progress, longer and more advanced exercises may be used.

(1) Recommended Exercise for Dictation
They can be initiated on the board to set examples.

(1) Show a picture of (a cat).
(2) Say the word (cat).
(3) Students will write the word cat, etc.

(2) Say a word. Use it in an appropriate statement. Say the word again.
Teacher: boy_______He is a tall boy.
please, write the word...boy.

(3) Dictate vocabulary with the same pronunciation but with different spelling or meaning.

fare - I paid my bus fare.
fair - I went to the school fair.
fair - The weather is fair.

(4) Dictate signs practiced in class.

(5) Dictate language structures already practiced.

(6) Dictate related sentences from a picture already studied.

(7) Dictate simple dialogues or paragraphs.

   a) Read at normal tempo all or part of the dialogue or paragraph that has previously been read and discussed.

   b) Reread the selection phrase by phrase, giving punctuation as required and pausing after each phrase to allow students to write it.

   c) Read the selection again at normal tempo, so that students can check their work.

   d) Students can correct dictation from a copy written by the teacher on blackboard or a chart.

C. Writing Exercises (Stage 3)

(1) Students can write familiar structures practicing all kinds of transformation substitution and expansion. Material which has been learned in oral drills and in reading can now be used as a writing exercise or can be the basis for more advanced lessons. Keeping a notebook for written exercises, arranged in a day-by-day progression, helps students to evaluate their progress in writing. Individual folders with sample papers of their writing from the beginning of the year, give students another opportunity to evaluate their progress.

(2) Students can reinforce the use of proper word order by practicing word scrambled exercises.

Example:

a) Present the following group of words on the board or in cards.

you
we
How
are

is
she
teacher
a

is
the
green
new
book

b) After practicing them on the board or in a pocket chart, the students may be given work sheets to unscramble them.

(3) Students can complete sentences as well as develop topic sentences.

Example:

I see a _____.
It is ___ ____.
I like to _______.
etc.

(4) Students can write related sentences to express their own ideas and feelings.

Example:

(1) They can write sentences about things they did in the morning.

(2) They can write sentences about things they saw on the way to school.

(3) They can write sentences about things they will do if they were: policemen, singers, actors, doctors, teachers, etc.

(4) They can write sentences about a field trip experience, etc.

Controlled Composition

Direct the children with questions to develop a composition on the blackboard or in a chart.

Use an interesting picture to guide the students in writing the composition first on the board and then on individual papers.

The students read the composition from the board first as a group then as small groups and individuals.

The students write their composition in a paragraph form guided by questions written on the board.

Reinforce the activity by directing the students to change controlled structures.

Sequencing Sentences

Present a set of related pictures to the students. Have the students express their ideas about each picture as they arrange them in a meaningful sequence.

The students write the sentences one by one on the board.

The students copy the sentences in logical order in paragraph form.

The teacher encourages the students to add original sentences to their paragraphs.

The teacher reinforces the activity by placing on the board a set of pictures with sentences written below. The students copy the sentences in sequential order and compare their papers to the correct order.

Dialogue

Place or draw on the blackboard a picture of two people in a specific place or situation.

Ask them to write a short dialogue based on the role- playing or from their own experience.

Reinforce the activity by presenting a different visual stimulus. Direct the students to write short dialogues.

Sequencing Experiences

Have the students present sentences describing an experience. Write the sentences on the board.

Direct the students to write the sentences in the order of their occurrence.

Encourage the students to think of a good beginning and ending sentence, write the sentences in paragraph form and give titles to their paragraphs.

Reinforce the activity by having the students write a description to an actual event or to logical order. Compare its sequence to the chronological event.

Composition Writing

Students compose a paragraph using words and phrases given by the teacher. Major content words are given, and the students put them together in logical structures.

Examples:

John Perez, Newark, twelve years old, seventh grade, Broadway Jr. High, Mr. Johnson.

Luis, eat, Sunday, girlfriend, six o'clock, dinner, restaurant, lot of fun.

Help the students express their ideas by writing several sentences on the blackboard in logical sequence.

Reinforce the activity by giving the students a limited topic to write about and measure their degree of accuracy.

SAMPLE ORAL LANGUAGE LESSON

This lesson will provide practice in listening as well as practice in speaking using basic language structures.

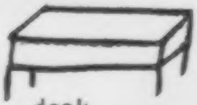
The students will be able to understand and use the following language structures and vocabulary:

Questions	Statements
Is this a_____?	This is a______.
Is it a_______?	It's a_________.
What's this?	This is not a____.
	It's not a_______. isn't

Vocabulary

book

pencil


desk

chair

Methodology

1. Teacher models three times, hold up a book.

   book
   book
   book

   Please, repeat after me.

   Teacher: book
   Students: book

   Teacher: book
   Students: book

   Teacher: book
   Students: book

Repeat drill using:

chair
pencil
desk

Repeat drill using:

chair
pencil
desk

2. Repetition drill on: a_______.

Teacher models three times.

a book (check comprehension)
a book
a book

Repeat drill using:

pencil
desk
chair

Please repeat after me.

Teacher: a book
Students: a book

Repeat drill using:

pencil
desk
chair

Teacher: a book
Students: a book

pencil
desk
chair

Teachers: a book
Students: a book

pencil
desk
chair

3. Repetition drill on: This is a_______.

Teacher models three time.
This is a book.
This is a book.
This is a book.

Repeat drill using:
pencil
desk
chair

Please, repeat after me.
Teacher: This is a book.
Students: This is a book.

Repeat drill using:
pencil
desk
chair

Teacher: This is a book.
Students: This is a book.

pencil
desk
chair

4. Repetition drill on: This is a ________.

Please repeat after me.

Teacher: This is a book.
Students: This is a Book.

Repeat drill using:

pencil
desk
chair

5. Repetition drill on: It's ____________.

Please, repeat after me.

Teacher: It's a book.
Students: It's a book.

Teacher: It's a book.
Students: It's a book.

Teacher: It's a book.
Students: It's a book.

Repeat drill using:

pencil
desk
chair

pencil
desk
chair

pencil
desk
chair

6. Repetition drill on: Is this a _______?
Yes, it is.

Teacher models three times.
Is this a book? Yes, it is.
Is this a book? Yes, it is.
Is this a book? Yes, it is.

Repeat drill using:
pencil
desk
chair

Please, repeat, after me.
Teacher: Is this a book? Yes, it is.
Students: Is this a book? Yes, it is.

Repeat drill using:
pencil
desk
chair

7. Repetition drill on: Is this a _________?
Yes, it is.

Please, repeat after me.
Teacher: Is this a book? Yes, it is.
Students: Is this a book? Yes, it is.

Repeat drill using:
pencil
desk
chair

Teacher: Is this a book? Yes, it is.
Students: Is this a book? Yes, it is.

pencil
desk
chair

8. Repetition drill on: Is this a __________?
No, it isn't.

Teacher models three times.

Repeat drill using:

Is this a book? No, it isn't.
(Check comprehension)

pencil
desk
chair

Is this a book? No, it isn't.
Is this a book? No, it isn't.

pencil
desk
chair

Please, repeat after me.

Repeat drill using:

Teacher: Is this a book? No, it isn't.
Students: Is this a book? No, it isn't.

pencil
desk
chair

Teacher: Is this a book? No, it isn't.
Students: Is this a book? No, it isn't.

pencil
desk
chair

Teacher: Is this a book? No, it isn't.
Students: Is this a book? No, it isn't.

pencil
desk
chair

9. Substitution Drill: This is a ________.

Teacher: This is a book.
Students: This is a book.

Teacher: Now put these words in that sentence.

Teacher: chair
Students: This is a chair.

Teacher: pencil
Students: This is a pencil.

Teacher: desk
Students: This is a desk.

(Note to teacher: After that first use of the complete structure "This is a ________," then the only words that you will say thereafter will be the ones to be inserted in this particular drill.)

10. Substitution Drill: It's a ________.

Teacher: It's a book.
Students: It's a book.

Now put these words in that sentence.

Teacher: chair
Students; It's a chair.

Teacher: pencil
Students: It's a pencil.

Teacher: desk
Students: It's a desk.

11. Substitution Drill: Is this a ________? Yes, it is.

Teacher: Is this a book? Yes, it is.
Students: Is this a book? Yes, it is.

Now put these words in that sentence,

Teacher: chair?
Students: Is this a chair? Yes, it is.

Teacher: pencil?
Students: Is this a pencil? Yes, it is.

Teacher: desk?
Students: Is this a desk? Yes, it is.

12. Substitution Drill: Is this a pencil? No, it isn't.

Teacher: Is this a pencil? No, it isn't.
Students: Is this a pencil? No, it isn't.

Now put these words in that sentence.

Teacher: book No, it isn't.
Students: Is this a book? No, it isn't.

Teacher: desk No, it isn't.
Students: Is this a desk? No, it isn't.

Teacher: chair No, it isn't.
Students: Is this a chair? No, it isn't.

13. Practice: Teacher points to pictures and asks questions about them.
Students are to give the correct short anwer.
(Yes, it is. No, it isn't.)

Pictures	Questions	Answer
1. pencil	Is this a pencil?	Yes, it is.
2. book	Is this a pencil?	No, it isn't.
3. chair	Is this a desk?	No, it isn't.
4. chair	Is this a chair?	Yes, it is.
5. desk	Is this a chair?	No, it isn't.

14. Practice: Teacher - points to pictures and asks questions about them.
Students - give the short answers first and then also give the complete answers.

Pictures	Questions	Short Answer	Complete Answer
book	Is this a book?	Yes, it is.	It's a book.
chair	Is this a chair?	Yes, it is.	It's a chair.
pencil	Is this a pencil?	Yes, it is.	It's a pencil.
desk	Is this a desk?	Yes, it is.	It's a desk.

15. Practice: For each pair of words make a negative and make an affirmative statement using the patterns: This is ______. It's a ______.

Words	Negative This is	Affirmative
1. Book/pencil	This is not a book.	This is a pencil.
2. pencil/book	This is not a pencil.	This is a book.
3. chair/desk	This is not a chair.	This is a desk.
4. desk/chair	This is not a desk.	This is a chair.
5. pencil/chair	This is not a pencil.	This is a chair.

Negative It's----(or isn't)	Affirmative
It's not a book.	It's a pencil.
It's not a pencil.	It's a book.
It's not a chair.	It's a desk.
It's not a desk.	It's a chair.
It's not a pencil.	It's a chair.

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16. Repetition drill on: What's this?

Teacher models three times:	Repeat Drill using:
What's this? It's a book.	pencil desk chair
What's this? It's a book.	pencil desk chair
What's this? It's a book.	pencil desk chair

Please, repeat after me.

Teacher: What's this? It's a book. Students: What's this? It's a book.	pencil desk chair
Teacher: What's this? It's a book. Students: What's this? It's a book.	pencil desk chair
Teacher: What's this? It's a book. Students: What's this? It's a book.	pencil desk chair

17. Chain drill on: What's this? It's a ________.
Teacher (pointing to a visual - What's this?
Student - It's a ________.
Students(pointing to a visual - What's this? Another
student - It's a____________.

Repeat this drill using the vocabulary already learned.

18. Repetition drill on:

Is it a __________?

Teacher models three times.

Is it a book?
(check comprehension)
Is it a book?
Is it a book?

Repeat drill using:

pencil
desk
chair

Please repeat after me.

Teacher: Is it a book?
Students: Is it a book?

pencil
desk
chair

Teacher: Is it a book?
Students: Is it a book?

pencil
desk
chair

Teacher: Is it a book?
Students: Is it a book?

pencil
desk
chair

19. Substitution drill: Repeat, please:
Is it a book?
Now put these words in that sentence.
chair
desk
pencil

Practice questions and answer using
Is it a _______?

Teacher(pointing to a visual)- Is it a book?

Student: Yes, it is.
It's a book.
No, it isn't.
It isn't a book.

(at this point the student may use any of the language structure already practiced)

Dialogues

A dialogue is an excellent approach for the teaching of basic language structures in meaningful situations. It can be based on a contextual base that permits a limitation of structures within normal conversation style. In the upper grades a dialogue can be used to introduce a unit of work or it can be used as a culminating activity of a lesson. Through repetition drill the student learns the dialogue that may have resulted from student's experiences.

It is recommended that the teacher model the sentences naturally.

The teacher clarifies the meaning of the language structures included in the dialogue.

The dialogue is divided into smaller units to be practiced over a period of days, using repetition drills by groups of students as well as individuals.

The complete dialogue may be dramatized by the students.

As a cumulative practice the student may adapt the dialogue to his/her own experiences.

The student may improve a dramatization based on the dialogue, in which he/she communicates personal information.

As a cumulative practice the student may recombine the elements of the dialogue to form a narrative.

By participating in well organized and appropriate dialogues and following well sequenced steps in learning them, the student will greatly improve his/her oral English skills and become independent in the use of the simple forms of conversation in natural situations.

SAMPLE LESSON PLAN

The student will understand and use the language structures and appropriate vocabulary when eating in a restaurant.

Practice One: Listening Activitiy

Have students listen with understanding to pre-recorded dialogues.

Dialogue #1

Ordering Breakfast

Waiter : Good morning, sir?
May I have your order, please?

Customer: Good morning. I'll have a glass of orange juice, scrambled eggs and bacon.

Waiter : Would you like toast or sweet rolls?

Customer: Toast will be fine, thank you.

Waiter : Coffee, sir?

Customer: Yes, please.

Teacher drills patterns as necessary.

Dialogue #2

Ordering Dinner

Waiter : Good evening, sir.

Customer: Good evening!

Waiter : Are you ready to order now?

Customer: (looking at the menu) Yes, I am.
I'll have a broiled steak.

Waiter : How do you want your steak ---
medium, rare, or well done?

Customer: I'll have it medium.

Waiter : French fries or baked potato?

Customer: Baked potato, please.

Waiter : What kind of dressing do you want on your salad-
French, Russian, or German?

Customer: German dressing, please.

Waiter : Do you want some coffee now?

Customer: No, thank you. After dinner.

Waiter : Fine, (sir, ma' am).
What would you like for dessert?

Customer: A piece of cherry pie.

Waiter : Do you want some ice cream on it?

Customer: No, thank you. Make it plain.

Dialogue #3

Ordering a Snack

Waiter : What will you have, sir?

Customer: A bowl of soup will be fine. Do you have any pea soup?

Waiter : No, we don't. How about a bowl of chicken noodle soup?

Customer: That's fine!

Practice Two - Oral Comprehension

Briefly talk with students about ordering food in the United States. With the help of students, list on the board vocabulary necessary to order breakfast, lunch, dinner and a snack. Help the students with the pronuniciation. As a home assignment, have them study the words.

Breakfast

coffee
cream
sugar
buttered toast
jelly
juice
dry cereal
cooked cereal
pancakes
syrup
ham and eggs
bacon
scrambled eggs
sausages
fried eggs
sunny side up
doughnuts
sweet roll

Dessert

cake & ice cream
apple pie etc.
strawberry short cake
jello

Lunch

1. sandwiches
   ham and egg
   egg salad
   tuna fish
   bologna
   ham and cheese
   grilled cheese
   hamburger
   cheeseburger
   hot dog

2. mustard
   ketchup
   relish
   lettuce and tomato
   mayonnaise
   French fries

3. soup and crackers
   chile con carne

Beverages

coffee
tea
milk
soda
juice

Dinner

steak (rare, medium, well-done)
chicken (broiled, fried, baked)
pork chops
stew (beef, lamb)

potatoes
  baked
  French fries
  home fried

Salad
  green salad
  tossed salad

dressing
  French
  Italian
  German

Common phrases

Are you ready to order?
medium, rare, well done
dressing: French (mayonnaise & ketc
          Russian (cheese)
          German (oil & vinegar)

Practice Three - Linguistic Problems

Substitutions

Have the students practice the following substitutions:

What will ____________ have?
you
Helen
the children
she
they

What will you have for ______________?
dessert
lunch
dinner
breakfast

What kind of ___________ would you like?
sandwich
soup
juice
sherbet

What kind of __________ do you have?
ice cream
sandwiches
soup
juice
sherbert
dessert

Intonation

Would you like toast or sweet roll?

Are you ready to order now?

How do you want your steak?

Do you want coffee now?

What would you like for dessert?

Is there any pea soup?

What will you have?

Stress

Have the students practice group stress with conjunctions. Have students observe that conjunctions are usually not stressed.

Example:

ham and egg

lettuce and tomato
chicken and noodle
chicken and rice
bread and butter
rice and beans
sweet or sour
milk or juice

Pronunciation

Give the students practice on (dʒ) (ʃ) (tʃ) (θ) and (j) sounds.

jelly
juice
jello

sherbet
fish
relish
short

pork chops
chile

think
thank

yet
yard
yaw

Practice Four - Oral Practice

A. Have students memorize and say dialogues in Practice One.

B. Get sample menus from a local restaurant. Have students practice ordering the following:

1. breakfast
2. lunch
3. a complete dinner
4. snack.

Practice Five: Reading Activities

Have students read dialogues in Practice One.

Practice Six: Writing Activities

Have students write words you dictate.

Have the student do the exercises listed on Practice Three (substitutions) in writing.

Have pair of students write a dialogue on one of the following:

- Ordering a breakfast
- Ordering a dinner
- Ordering a snack
- Ordering a lunch

DEVELOPMENT OF LEVELS AND OBJECTIVES

DEVELOPMENT OF LEVELS OF INSTRUCTION

LEVELS	LISTENING & SPEAKING	READING	WRITING	CULTURE
LEVEL I	Section I Section 2 Section 3	Section I Section 2 Section 3	Section I (K) Section I Section 2 Section 3	CONCEPTS AND ACTIVITIES
LEVEL 2	Section I Section 2	Section I Section 2	Section I Section 2	
LEVEL 3	Section I	Section I	Section I	

DEVELOPMENT OF LEVELS AND OBJECTIVES

II

LEVELS	LISTENING & SPEAKING	READING	WRITING	CULTURE
LEVEL I	Section I Development of objectives Summary of structures Questions Statements Summary of vocabulary Evaluation of student's performance	Section I Development of objectives Evaluation of student's performance	Section I Development of objectives Evaluation of student's performance	CONCEPTS AND ACTIVITIES
	Section 2 Development of objectives Summary of structures Questions Statements Summary of Vocabulary Evaluation of student's performance	Section 2 Development of objectives Evaluation of student's performance	Section 2 Development of objectives Evaluation of student's performance	
	Section 3 Development of objectives Summary of structures Questions Statements Summary of vocabulary Evaluation of student's performance	Section 3 Development of objectives Evaluation of student's performance	Section 3 Development of objectives Evaluation of student's performance	

LEVELS	LISTENING & SPEAKING	READING	WRITING	CULTURE
LEVEL 2	Section 1 Development of objectives Evaluation of student's performance Section 2 Development of objectives Word order of information Question as position of modifiers of the verb Evaluation of student's performance	Section 1 Development of objectives Evaluation of student's performance Section 2 Development of objectives Evaluation of student's performance	Section 1 Development of objectives Evaluation of student's performance Section 2 Development of objectives Evaluation of student's performance	
LEVEL 3	Section 1 Development of objectives Evaluation of student's performance	Section 1 Development of objectives Evaluation of student's performance	Section 1 Development of objectives Evaluation of student's performance	

LISTENING AND SPEAKING

After being introduced to appropriate activities, the student will be able to listen with comprehension and reproduce basic language structures and vocabulary with proper intonation and pronunciation.

ENGLISH AS A SECOND LANGUAGE
Listening and Speaking
Level 1 Section 1

Objectives	Activities	Evaluation
The student will: 1.1 Understand and use greetings with students and adults.	The student will repeat in chorus and individually the greeting expressions as directed. Example of greeting expressions: Good morning, _____. Hello! How are you? Good afternoon, ____. Good-bye. Good evening. Student can learn the following songs listed on page 351. Good Morning To You Good Morning. Good Afternoon. Hello! Good-bye Song.	Given appropriate instructions, the student will greet classmates and adults with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 1

Objectives	Activities	Evaluation
1.2 Understand and use language structures to identify own name, age and school.	Repetition drill. Questions and answers. Chain drill on : My name is_______. I am_________years old. The name of my school is ______. in response to What's your name? How old are you? What's the name of your school?	Given appropriate instructions,the students will identify his/her own name, age and school with 80% accuracy.
1.3 Understand and use language structures to identify the teacher, room number and grade level.	Repetition drill. Questions and answers. Chain drill on : My teacher is________. My room is _________. I am in (grade level) . Who's your teacher? What grade are you in?	Given the appropriate cues, the student will ask and answer questions identifying own teacher, room number and grade level in complete language structures with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 1

Objectives	Activities	Evaluation
1.4 Say own address when requested.	Repetition and chain drill on: Where do you live? I live in Newark. I live on Seventh St. I live at 10 Seventh St. Pictures of cities, street and houses may be helpful. Games.	Given the question where do you live and a picture clue, the student will give the correct answer with 80% accuracy.
1.5 Identify immediate relatives and friends using simple language structures.	Repetition drill. The student will recognize in pictures the father, mother, sister, brother, baby girl, baby boy and friends. Student will participate in a dialogue using: What's your father's name? My father's name is_______. Do you have a sister? Yes, I do. No, I don't.	Given picture clues and directions, the student will identify own relatives with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 1

Objectives	Activities	Evaluation
1.6 Understand and use words in statements to identify school facilities.	Touring around in the building the student will observe the nurse's office, girl's room, boy's room, gym, etc., as they learn the name for each facility. The teacher may use the following language structures: What is it? It's the principal's office. Chain drill. Repetition drill.	Given picture clues, the student will identify four out of five facilities using appropriate language structures.
1.7 Understand and use common instructions and classroom procedures.	Teacher stresses understanding for responses at time of emergencies. Teacher gives commands to individual students as well as groups. Individual students will give commands. Commands are repeated at intervals as needed. For a list of commands and classroom instructions see page 372. For action rhymes and games see page 338.	Given the opportunity, the student will show his/her understanding of instructions and classroom procedures with 90% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 1

Objectives	Activities	Evaluation
1.8 Understand and follow E.S.L. instructions and expressions.	Teacher demonstrates with actions and pictures. The students follow each directio as directed. Teacher uses instruction as needed. See page 371 for a list of common instructions and expressions. Game: Simon Says.	Given a set of five instructions, the student will follow them 100% of the time.
1.9 Understand and use statements to satisfy immediate needs in the classroom.	Drill the basic sentence structures necessary to satisfy immediate needs in the classroom such as: May I go to the nurse? I feel sick. I have a ______ (ache). See page 371 for a list of common immediate needs.	Given picture clues, the student will state a need four out of five times.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 1

Objectives	Activities	Evaluation
1.10 Recognize and identify singular classroom vocabulary using basic language structures in the present tense.	Drill on basic structures. Replacement drill on singular classroom vocabulary. What's this ? It's (a, an) _________. This is (a, an) _________. That's (a, an) _________. Chain drill.	Given appropriate instructions, the student will identify 80 percent of the vocabulary in basic structures.
1.11 Understand and use negative statements using the same basic structure in the present tense.	Drill on basic structures. What is it? It's (a, an) _________. It isn't (a, an) _________. Substitution drill.	Given appropriate instructions, the student will use simple negative statements with correct pronunciation with 80% accuracy.

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Listening and Speaking

Level 1 Section 1

Objectives	Activities	Evaluation
1.12 Understand and use simple language structures with the verb to be in the present followed by plural demonstrative pronouns or nouns.	Drill the basic language structures: What are (these, those)? (These, Those) are __________. They're __________. Present substitution drill using controlled structure with the use of objects and pictures. See methodology for drill on pages 11 to 21.	Given appropriate instructions, the student will give positive statements with 80% accuracy.
1.13 Understand and use basic questions requiring a positive or negative short answer.	Drill the following language structures. Is (this, that) a __________? Yes, it is. No, it isn't. Are(those, these) __________? Yes, they are. No they aren't. Present substitution and directed practice exercises. See methodology for drills from pages 11 to page 21.	Given pictures clues, the student will use affirmative and negative statements with 80% accuracy.

Objectives	Activities	Evaluation
1.14 Understand and use simple questions in the present tense with the verb "to be" which require a choice.	Present and drill questions such as: Is this a pen or a pencil? It's a pen. Are they pens or pencils? They're pencils.	Given picture clues, the student will respond in the proper manner with 80% accuracy.
1.15 Understand and use the names of common animals, toys, shapes, fruits, food and drinks in language structures already presented.	Present pictures and objects of new vocabulary. Present substitution drill as well as other appropriate drills. See the section for basic vocabulary from page 371 to page 380.	Given picture clues, the student will be able to name the subjects with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 1

Objectives	Activities	Evaluation
1.16 Understand and use colors and numbers in basic language structures already practiced.	The student will group objects of different colors. The student will identify the colors and number of objects. The student will use color names as adjectives in known language structures. Songs. Games. Drills.	Given a set of objects and instructions, the student will use colors and numbers in language structures with 80% accuracy.
1.17 Understand and use questions with the interrogative word "Who" followed by the verb to be and a noun.	Present and drill the following language structures. Who's Pedro ? I am. I'm Pedro. Who is he . He's Pedro . The student will participate in a dialogue.	Given picture clues and instructions the student will ask or answer question as required with 80% accuracy.

Objectives	Activities	Evaluation
1.18 Understand and use language structures with the interrogative word "What" followed by verb "to be" + pronoun (he, she or they) and the corresponding answer. (Vocabulary to be used should include occupations).	The teacher will use pictures to clarify concepts. The student will ask and answer question to practice the language structures. What is he ? He's a policeman. What are they? They're teachers. See page 376 for a list of occupations.	Given picture clues and appropriate instructions the student will use the language structure as requested with 80% accuracy.
1.19 Understand and use questions with "What" followed by the auxiliary "do" + noun + have, see, need or want as main verb.	Introduce each verb at a time using objects. Drill language structures and corresponding answers. What do you have? I have a book. Chain drill. Substitution drill.	Given the verbs see, need, have and want, and pictures or objects, the student will ask the appropriate question with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Listening and Speaking

Level 1 Section 1

Objectives	Activities	Evaluation
1.20 Understand and use "Yes" and "No" questions and statements with the auxiliary "do."	The teacher models each structure. The student repeats after her. Do you have a book? Yes, I do. I have a book. No, I don't. I don't have a book. The student will participate in a simple dialogue. The student will participate in related games.	Given clear instructions and some objects the student will ask and answer questions as directed with 80% accuracy.
1.21 Understand and use questions with "what" followed by the auxiliary "do."	The teacher uses puppets or situations in the classroom to present and drill the structures: What does _______ have? _____ has a book.	Given clear instructions and some objects, the student will ask and answer the structures practiced with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 1

Objectives	Activities	Evaluation
1.22 Understand and use questions with "does," which requires a positive or negative answer.(include clothing articles in the vocabulary)	The teacher uses puppets and the students to introduce these language structures. Does______have a book? Yes,________does. _______has a book. No,______doesn't. ______doesn't have a book. Student will participate in a dialogue.	Presented the situation,the student will ask and answer questions as required with 80% accuracy.
1.23 Understand and use articles "a" and "an" before objects, pictures and colors.	Have pictures and objects on a table. Drill a and an before objects or adjective. a red apple an apple Games. Songs.	Given a set of ten objects or pictures the students will put "a" or "an" before them witn 80% accuracy.

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ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 1

Objectives	Activities	Evaluation
1.24 Understand and use determiners: the, some, this and numbers 1-9 in language structures already practiced.	The teacher will drill the new words in meaningful situation. The student will use the new word in a dialogue developed by means of pictures and objects. Rhymes. Songs. Games.	Given the appropriate instruction and a set of pictures, the student will use the determiners in language structures with 80% accuracy.
1.25 Understand and use words to identify specific parts of the body.	The student will identify the head, face, nose, body, arms, fingers, chin, shoulders, waist, hair, hands, eyes, legs, and knees. Rhymes and games. Student will participate in appropriate drills. Songs.	Given pictures clues the student will identify orally eight out of ten parts of the body.

SUMMARY OF LANGUAGE STRUCTURE

Level I Section 1

Listening and Speaking

Statements

Noun or pronoun	Verb	Article	Adjective	Noun
It'	s	a		door.
It'	s	a	red	book.
Carmen	is	a		girl.
She	is	a		nurse.
This	is	an		eraser.
It	isn't	a		pear.
It	is not	a		pear.
She	isn't	a		nurse.
They	're		red	books.
We'	re			girls.
You	are			and
They	aren't		two	pears.
I'	m			Luis.
I	am.			
I	don't.			
I	have	a		book.
I	don't have	a		book.
Carmen	has	a		book.
She	doesn't.			

Questions

Question	Verb	Complements
What	is	this?
What	's	this?
What	are	they?
	is	Maria?
Who Who	's	Maria?

Verb	Subject	Complements
Is	this	a pen?
Are	they	plums?
Is	this	a pen or a pencil?

Question	Aux.	Subject	Verb	Complements
What	do	you	have?	
What	does	she	need?	
	Do	you	have	a book?
	Does	she	have	a red pen or a blue pen?

SUMMARY OF VOCABULARY

LEVEL I SECTION I

Listening and Speaking

Question	Verb	Pronouns	Determiners	Adjective	Nouns
is	is	I	Articles	red	Objects in
are	are	You	a	white	the classroom
		he, she	an	blue	clothes
Who	have	it	the	black	occupations
What	need	we		yellow	fruit
	see	they		brown	animals
Do	want			orange	toys
Does				purple	[illegible] names
	Auxiliary verbs	Contraction	Numbers	green	boys
					girls
Contraction	do	I'm	1 - 9		children
	does	you're			parts of the body
Who's		they're			relatives and friends
What's		he's			school facilities
	Contraction	she's			
		it's			
	isn't				
	aren't				
		Demonstrative Pronouns			
		this			
		that			
		these			
		those			

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EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section 1

Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Understand and use greetings.					
2. Know his name, address and telephone number.					
3. Identify his/her family, classmates and teacher.					
4. Follow classroom and ESL instructions.					
5. Understand and ask questions with: What + is Who + is What + do (does)					
6. Understand and ask question which requires a positive or negative answer.					
7. Know numbers 1 - 10 and use them in language structures.					
8. Know colors and use them in language structures.					
9. Know names of toys, clothes, fruits, and objects in the classroom.					
10. Know some parts of the body.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section 1

Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
11. Know some occupations.					
12. Know and use nouns in singular and plural.					
13. Know and use demonstrative pronouns in statements.					
14. Know positive and negative contractions.					
15. Know and use subject pronouns. (I, you, they, we, he, she, it).					
16. Know and use definite and indefinite articles the, a, and an					
17. Know and use and and or in connecting two nouns.					
18. Pronounce final s in: plural nouns possessive nouns third person singular.					

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

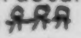
Level 1 Section 1

Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
19. Use and understand the date.					
20. Pronounce words with proper intonation and rhythm.					

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking
Level 1 Section 2

Objectives	Activities	Evaluation
1.26 Understand and use questions with Do or Does using alternative answers.	Drill on the following language structures: Do  want this box or that one? I want ____ . Does have two books or two notebooks? Substitution drill. Chain drill. Games.	Given a picture with appropriate instructions, the students will make statements as required with 80% accuracy.
1.27 Understand and use language structures with verb to be + noun or personal pronoun + ing form of verbs.	The student will perform action as directed by teacher. Student will ask and answer questions as directed by teacher - Is she walking ? Is she walking or running ? Are they reading? Yes, they are. They're reading.	Given picture clues the student will ask and answer questions as requested with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

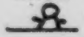
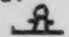
Level 1 Section 2

Objectives	Activities	Evaluation
1.28 Understand and use question with Who + aux. verb to be in the present + ing form of the regular verb +	The student will be directed to ask and answer questions about an action being performed by another student. Student will practice statements such as: Who is walking? Games.	Given picture clues, the student will ask and answer questions as required with 80% accuracy.
1.29 Understand and use questions and answers with Where follow by the verb to be in singular or plural and the corresponding answer containing an adverb or an adverbial phrase.	The teacher will introduce the language structures: Where is A ____ ? She is in the park. Substitution drill. Dialogue. The teacher may use the following prepositions and prepositional phrases: in the basket, by the ________. on the table, under the _______. here, there, etc.	Given a picture clue, the student will ask and answer questions as required with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 2

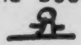
Objectives	Activities	Evaluation
1.30 Understand and use questions with "Who" or "What" followed by the verb to be + an adverb or an adverbial phrase introduced by a preposition.	The teacher will use pictures of real situations in the classroom, etc., to present the concepts. The teacher will present questions and statements such as: Who is by the ______? What is by the ______?  is. She is by ______. Students will participate in appropriate drill. Games.	Given picture clues, the student will ask or answer questions with 80% accuracy.
1.31 Understand and use language structures with verb "to be" followed by a noun phrase + an adjective.	The teacher will drill language structures such as: Is the pencil red? Is  tall? Is the book new or old? The teacher will drill the following adjectives: new - old tall - short long - short happy- sad big - little etc. Games.	Given the appropriate clues, the student will ask and answer questions as expected with 80% accuracy.

Objectives	Activities	Evaluation
1.32 Understand and use language structures of "Yes" and "No" questions containing an adverbial phrase and their corresponding short and long answers.	The teacher will drill language structure such as the following: Is she there? (here)? Are the books behind the _______? Students will participate in drills. Games.	Given picture clues, the student will ask and answer questions as requested with 80% accuracy.
1.33 Understand and use language structures with "What" followed by aux. + noun + doing.	The teacher will drill the structures in dialogues. What is the girl doing? _______ in writing. Substitution drills including plural nouns, personal pronouns, other verbs such as reading, writing, walking, etc.	Given picture clues or classroom situation, the student will ask and answer questions as requested with 80% accuracy.

SUMMARY OF LANGUAGE STRUCTURES

LEVEL I SECTION 2

Questions

Question	Aux	Noun Phrase	Verb	Noun phrase	Adjective	Adverb or Adverbial phrase
What What What	is are are	she you the girls	doing? doing? playing?			
Who	is Is Are	 Carmen the boys	reading? writing? walking or running?			
What		color	is Is Is Are	the book? the book Carmen the books	 red? tall? new or old?	
	Do	you	want	this book or that one?		
What Who			is is Are	 the books		there? there? in the bookcase?
Where			is Is	the book? 		 by the door?

SUMMARY OF LANGUAGE STRUCTURES

LEVEL I SECTION 2

STATEMENTS

Determiner	Noun	Aux	Verb	Adjective	Noun or Noun phrase	Adverb or Adverbial phrase
	She	is	writing.			
The	girls	are	writing.			
The	book	is		red.		
The	books	are		old.		
	I	want		that	one.	
	I	want		three	books.	
	Carmen		is			there.
The	books		are			there.

SHORT ANSWERS

Yes, he is. No, he isn't.
Yes, they are. No they aren't

SUMMARY OF VOCABULARY

LEVEL I SECTION 2

Qw	Verbs	Determiner	Adjectives	Nouns	Pronouns
What	is	the	short	names of students	Personal Pronouns
Where	are	a	new	names of clothes	I we
Who	doing	an	old	classroom objects	you they
	playing	this	tall	names of places	he
	writing		little	common food	she
Contractions	drinking	these	big	names of dishes	
	eating	that	small	names of fruits	Contractions
What's	running	those	happy	names of soft	
Who's	singing		colors	drinks	she's
	jumping	some	numbers		he's
		any			I'm
					they're
					we're
					it's

Adverbs	Prepositional Phrases
there	on the ____
here	in the ____
outside	by the ____
inside	under the ____
	behind the ____

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section 2

Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Use questions with "Do" or "Does" requiring alternative answers.					
2. Use questions introduced by a form of the verb "to be" in the present and their corresponding answers.					
3. Use questions with Who + verb "to be" in the present + ing form of a main verb, and their corresponding answers.					
4. Use simple questions and answers introduced by "Where" followed by the verb "to be."					
5. Use simple questions and answers introduced by "Who" or "What" followed by the verb "to be" in the present + an adverb or adverbial phrase.					
6. Use "Yes" or "No" questions and corresponding answers, introduced by a form of the verb "to be" + noun phrase + an adjective.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section 2

Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
7. Identify adjectives.					
8. Identify adverb and adverbial phrases.					
9. Use singular and plural nouns correctly.					
10. Use "ing form" of the verb correctly.					
11. Name a variety of objects and pictures.					

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ENGLISH AS A SECOND LANGUAGE
Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.34 Understand and use correctly the names of specific parts of the body in appropriate language structures.	Drills. Dialogues. Action rhymes and games. Songs. The student will learn the names of the parts of the body not covered in previous lessons.	Given appropriate clues, the student will identify the parts of the body 80% of the time.
1.35 Understand and use the date, days of the week, and months of the year in appropriate language structures in the present, past or future tense.	Drills. Songs. Rhymes. Dialogues. Language experience charts.	Given appropriate clues, the student will identify and use correctly the date, days of the week, and the months of the year, 80% of the time.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.36 Understand and read time; hour, quarter, and half hour time, using correct language structures and settings.	The student uses the instructional clock to set and read different times. Dialogues. Games.	Setting the clock at different times, the student will read it correctly, 80% of the time.
1.37 Understand and use language structures making references to the seasons of the year.	The teacher directs the student to talk about the pictures depicting the seasons.	Given picture clues, the student will identify the seasons of the year , 80% of the time.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.38 Understand and use subject pronouns in language structure.	Drills. Role playing. Dialogues. Games.	Given appropriate clues, the student will supply the correct subject pronoun 80% of the time.
1.39 Understand and use the names of family members other than the immediate family.	Role playing. Dialogues. Games. Language experience charts.	Given appropriate clues the student will use the correct family name, 80% of the time.

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.40 Understand and use money; coins and paper bills in appropriate language structures and settings.	Games. Dialogues. Role playing. Language experience charts.	Given the appropriate clues the student will identify the money with 99% accuracy.
1.41 Understand and use questions with "Where do" and "Where does" in simple statements (See summary on pages 129-130).	Dialogues. Drills. Games.	Given the appropriate clues, the student will use questions with "Where do/does", 90% of the time.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.42 Understand and use possessive pronouns in statements.	Drills. Games. Dialogues.	Given appropriate clues, the student will use the correct possessive adjective with 80% accuracy.
1.43 Understand and use time expressions in appropriate statement.	Develop a dialogue to teach the time expressions. Drills. Controlled composition.	Given sentence clues, the student will use time expressions as requested four out of five times.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.44- Understand and use eating utensils in appropriate language structures and common situations.	Use realia and pictures to introduce the vocabulary and structures. Drills. Dialogues. Controlled compositions.	Given picture clues, the student will use vocabulary as requested four out of five times.
1.45 Understand and use names of common food and soft drinks in appropriate language structures.	Use individual and group dramatic play to make the content meaningful. Example of settings: a snack at lunch at the fountain soda at the store Drills. Controlled compositions.	Given picture clues, the student will use vocabulary and language structures as requested four out of five times.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.46 Understand and use language structures with "can".	Use individual and group dramatic play to make structures meaningful. Use as many settings as you can, according to age, interest, and ability of the student.	Given picture clues and appropriate instructions, the student will give language structures with "can" 80% of the time.
1.47 Understand and use possessive nouns.	Use realia to present possessive nouns. Drills. Games.	Given picture clues, the student will give sentences using possessive pronouns as indicated 80% of the time.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.48 Understand and use words representing furniture and rooms in a house in language structures containing modifiers indicating place or position.	Conversation about where the different pieces of furniture are located (visuals). Drill on new phrases and vocabulary. Controlled composition.	Given appropriate clues, the student will indicate in which room each piece of furniture is located.
1.49 Understand and use the objective pronouns: me, you, him, her, it, us, and them as object of the verb.	Dialogues using statements such as: Do you see them? Drills. Games. Activities presented on: Units 78-82, H200 Series, Level I.	Given appropriate clues, the student will use objective pronouns as object of the verb with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.50 Understand and use possessive adjectives: my, your, his, her, its, our, and their in appropriate language structures.	Drill on related questions and answers. Use dramatization, pictures, puppets, realia, etc.	Given appropriate clues, the student will use possessive adjectives in language structures with 80% accuracy.
1.51 Understand and use "was" as a main verb and as an auxiliary verb in questions with Who, What, and Where and the responses to such questions.	Question and answers to develop the understanding of "was" as a main verb and as an auxiliary verb. Drills. Dialogues. Controlled compositions.	Given appropriate clues, the student will ask and answer questions with: "Who was?" "What was?" and "Where was?" as indicated on 80% of the time.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.52 Understand and use "Yes" and "No" questions with "Was" and corresponding answers.	Drill questions such as: Was the girl reading a story? Yes, she was. No, she wasn't. Role playing. Controlled compositions	Given appropriate clues, the student will ask and answer "Yes" and "No" questions introduced by "Was" with 80% accuracy.
1.53 Understand and use "Yes" and "No" questions with "Did" and corresponding answers.	Use realia and pictures for the presentation of material. Drills. Dialogues.	Given appropriate clues, the student will ask and answer "Yes" and "No" questions introduced by "Did" with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.54 Understand and use simple questions in the future. Examples: Who will erase the board? Who will be a doctor? Who will clean the table? etc.	Realia and pictures to develop the language structures and vocabulary. Drills. Games. Controlled composition.	Given picture clues, the student will ask and answer simple questions in the future 80% of the time.
1.55 Understand and use "Yes" and "No" questions with "Will" and their corresponding answers.	Introduce language structures like: Will he play with it? Yes, he will. No, he won't. Drills. Dialogues.	Given picture clues, the student will ask and answer "Yes" and "No" questions introduced by "Will" 80% of the time.

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ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.56 Understand and use the infinitive form of the verb.	Use realia and pictures to develop a dialogue. Example of statements. Do you like to play? I like to play and sing, etc. Drills. Compositions.	Given appropriate instructions the student will use the infinitive form of the verb with 80% accuracy.
1.57 Understand and use the comparative form of the adjective in questions and statements.	Use realia and pictures to present a variety of structures like: Which pencil is smaller? This pencil is smaller. Which one do you like? I like the largest one. Drills. Games.	Given appropriate clues,the student will use comparative adjectives as indicated 80% of the time.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.58 Understand and use antonyms.	Presentation of materials referring to realia and pictures. Drills. Games. Competitions. Students are divided in two groups. First group give a word, second group give the antonyms for that word. Students wait for their turn to give individual statements.	Given a set of words and appropriate instructions, the student will give the antonyms as requested 80% of the time.
1.59 Understand and use synonyms.	Presentation of materials referring to realia and pictures. Drills. Games. Competitions.	Given a set of words and appropriate instructions, the student will give the synonyms as indicated 80% of the time.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.60 Understand and use possessive pronouns: mine, yours, his, hers, its, ours. and theirs in simple statements.	Use realia and pictures to present the language structures. Drills. Games.	Given appropriate clues, the student will use possessive pronouns correctly as required 80% of the time.
1.61 Understand and use the objective pronouns me, you, him, her, us and them as object of the preposition in simple statements.	Use realia and pictures to present the language structures. Drills. Games.	Given appropriate clues, the student will use objective pronouns as objects of the preposition as required with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 1 Section 3

Objectives	Activities	Evaluation
1.62 Understand and use statements with a direct object but without an adjective complement. Example: Did you draw a cat? No, I didn't. I drew a dog.	Dialogues: The teacher may use puppets to present the dialogue. Students will initiate them. Drills. See H200 Series - Level I Units 91-93 for a variety of activities.	Given appropriate clues, the student will use statements as required with 80% accuracy.
1.63 Understand, recognize, and apply the intonational patterns of the English language when using words phrases, sentences, and questions.	Drills. Games. Dialogues. Controlled compositions.	Given a set of pictures and appropriate instructions the student will use a language structure with proper intonation and pronunciation with 80% accuracy.

Summary of Language Structures

Level 1 Section 3

Questions

Qu	Aux	Subject	Verb	Object or Complement	Place	Time
What		time	is	it?		
What		day	is			today?
What			is	the date?		
What		day	was			yesterday?
What		day	will be			tomorrow?
What	do	you	have		on your desk?	
	Do	the girls	see	their books	on my desk?	
	Does		have	her books	on her desk?	
What	did		do		(in the park?)	(yesterday?)
What			was		(on the table?)	
	Was	the girl	playing	(ball?)	(in the park?)	(yesterday?) next Saturda
Where	do	you	eat	lunch		every day?
Where	was	Carmen's mother	watching	television?		
Where	did		eat	breakfast		this morning
	Do	the children	play	(ball?)	(in the park?)	(every day?)
	Did		play	ball	(in the park?)	(yesterday?)
When			was	he	in the park?	
When	do	you	play	ball	in the park?	
When	does	she	play	ball	in the park?	
When	was	Jamie	playing	ball	in the park?	
Who	is		playing	(ball?)	(in the park?)	(now?)
Who	was		playing	(ball?)	(in the park?)	(yesterday?)
Who			was		in the park?)	(yesterday?)
Who	will		play	(ball?)	(in the park?)	(tomorrow?)
	Will	he	play	(ball?)	(in the park?)	(tomorrow?)

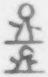
Summary of Language Structures

Level 1 Section 3

Statements

Subject	Verb	Object	Place	Time expression
It	is			ten o'clock.
I	have	two red books	on my desk.	
My friend	eats	breakfast	at school.	
Maria	eats	breakfast	at her home	every morning.
She	ate	lunch	at school	yesterday.
Carmen's mother	watches	television	in the living room.	(every day)
The boys	are playing	ball		now.
You	will play	ball	in the park	tomorrow.
She	is	a tall girl.		
Maria	is	taller than Ana.		
I	see	him	on the bus	every day.
I	see	your pencil	under Maria's desk.	
I	don't see	mine.		
I	don't	have	any money.	
I		have	some dimes.	

Short Answers:

 does.	Yes, he does.	Yes, he will.	Yes, he did.
did.	No, she doesn't.	No, he won't.	No, he didn't.

Basic Vocabulary

Level 1 Section 3

Nouns

days of the week
months of the year
seasons of the year
names of coins
names of paper bills
foods
soft drinks
pieces of furniture
rooms in a house
parts of the body
dishes

Pronouns

personal pronouns
possessive adjectives
possessive pronouns
objective pronouns

Questions

who
where
what
when

Determiners

numbers to a hundred
the
an
some
any

Verbs

eat
read
play
drink
watch
run
walk
look

Auxiliary Verbs

do are
does was
did were
is

Contractions

didn't
won't

Adjectives

long - longer than
small - smaller than
wide - wider
new - newer
thin - thinner
tall - taller

Synonyms

happy - cheerful
big - large
small - little
class - grade
done - finished
error - mistake
form - shape
dirty - unclean
repair - fix

Antonyms

tall - short
open - close
in - out
good - bad
yes - no

Time expressions

every Sunday
this morning
tomorrow
today
next ________
yesterday

Places

in the ________
on the ________
at the ________
under the ______
over the ______
in front of ____
in back of ____

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section 3

Listening and Speaking

Student's performance showsability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Ask and answer questions with "What" "Where" "When" followed by "do", "does" or "did."					
2. Use questions with "What," "Who" and "When" followed by verb to be in the past as a main verb.					
3. Use questions with "What,""Where" and "When" followed by the verb to be as auxiliary and a regular verb ending in "ing".					
4. Use "Yes" and "No" questions with "Was" and respective answers.					
5. Pronounce and use present third person of the verbs practiced.					
6. Participate actively in the dialogues presented in the classes daily.					
7. Ask and answer questions related to time.					
8. Pronounce correctly and use singular and plural nouns.					
9. Recognize and use possessive adjectives (my, her, etc.).					
10. Recognize and use time expressions in statements.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section 3

Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
11. Answer questions using short and long answers.					
12. Recognize the days of the week, months of the year, and the seasons.					
13. Recognize names of family members other than the immediate family.					
14. Identify money; coins and paper bills.					
15. Recognize and use a variety of vocabulary studied.					
16. Recognize and use objective pronouns as object of the verb in simple statements.					
17. Recognize and use simple questions indicating future.					
18. Use comparative forms of adjectives.					
19. Recognize antonyms and synonyms.					
20. Present three or four coordinated sentences about an object or person.					
21. Understand and use possessive pronouns mine, yours, etc., in simple statements.					

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section 3
Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Master
	5	4	3	2	1
22. Recognize and use the objective pronouns as object of the preposition in simple statements.					
23. Use statements with direct object but without an adjective complement.					
24. Identify the intonational patterns of words, phrases, sentences, and questions.					

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking
Level 2 Section 1

Objectives	Activities	Evaluation
1.64 Understand and use simple questions introduced by "Who" and corresponding answers.	Presentation of language structures. Examples: Who is waiting now? Who won the prize? Who finished the homework? Who was waiting before? Drills. Role playing.	Given appropriate clues, the student will respond as indicated with 80% accuracy.
1.65 Understand and use simple questions introduced by "How" and corresponding answers.	Presentation of basic language structure. How much ____________? How many ____________? Drills: Dialogue. Role playing.	Given instructions, the student will ask and answer questions as indicated with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

LISTENING AND SPEAKING

Level 2 Section 1

Objectives	Activities	Evaluation
1.66 Participate in dialogues using simple language structures.	Presentation of a dialogue on a given presentation. Students will participate in the dialogue. Drills. Role playing.	Given a situation and clear instructions, the student will participate in a dialogue with 80% accuracy.
1.67 Sing songs in class, enunciating the English sounds modeled by the teacher.	(This activity should be evaluated as the teacher observes the student's progress in learning English.) Presentation of a variety of songs as required by specific lessons.	Student will sing songs enunciating English sounds with 90% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.68 Understand and use correctly long and short vowel sounds.	Presentation of pictures representing vowel sounds. Drill on word pictures representing sounds.	Given appropriate sound, the students will identify words containing it **with** 80% accuracy.
1.69 Participate in a teacher controlled discussion of school events on memorable dates.	Teacher will present the topic for specific events as the time come. Example: Washington's Birthday Martin Luther King's Birthday Lincoln's Birthday Memorial Day Mother's Day St. Valentine's Day Christmas, etc. Teacher will include events representing the student's country.	Given the opportunity, the student will use his/her learned vocabulary and structures to participate in the discussion, with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.70 Understand and use future tense with will.	Presentation of language structures to be practiced: Example: She will draw a cat. Will you draw a dog? Drill sentences in the future tense. Games.	Given the appropriate clue, the student will give statements with "will" with 80% accuracy.
1.71 Understand and use time expressions in the present and in the past in appropriate language structures.	Presentation of a variety of time expressions using charts, pictures, experiences, etc. Example of time expressions: every day last summer in the morning yesterday at noon last night this morning Drills. Compositions.	Given sentence clues, the student will be able to use the appropriate time expressions with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.72 Understand and use the present **progressive** regular verb.	Review a set of regular verbs. Students will use the progressive form of verbs as indicated. Students will practice statements using the progressive form of the verb. Teacher uses pictures and actions to clarify the concepts. Students will give statements using the present progressive form of the verb.	Given instructions **the student** will use the present progressive of verbs as directed with 80% accuracy.
1.73 Understand and recognize irregular verbs in the present, past and past participle.	See page 382 for a list of irregular verbs. Each time, practice statements with verbs in the present, past and past participle. Drills. Dialogues.	Given appropriate clues, the student will respond as requested with 80% accuracy.

Level 2 Section 1

Objectives	Activities	Evaluation
1.74 Understand and use verbs with "up" in simple sentences.	Presentation of two-word verbs such as: stand up line up hurry up pick up sit up clean up hurry up Drills in context. Games.	Given a specific situation, the student will give statements with two word verbs with 80% accuracy.
1.75 Understand and use statements with "There is" and "There are".	Presentation of statements. Drills. Dialogues.	Given the appropriate clue, the student will provide statements with "There is" and "There are" 4 out of 5 times.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.76 Understand and use questions with "How much" and "How many?"	Presention of statements. Class and group repetition. Individual practice. Games. Dialogues.	Given a set of objects, the student will ask and answer questions with "How much" and "How many" with 80% accuracy.
1.77 Understand and use simple statements with going to + verb, to indicate a future action.	Presentation of statements. Repetition drill. Individual practice. Controlled compositions.	Given picture clues, the student will give statements with going to + verb with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.78 Distinguish differences in sounds such as: [dz] [j] jail Yale jam yam jeer year joke yoke	This is a continuous activity until each student masters the sound system of the English language. Pre-test each child and find out which sounds are difficult for him/her. It is recommended that teacher keep a record of each student's progress in the pronunciation of sounds.	Given pairs of words, the student will be able to distinguish the differences in sounds with 80% accuracy.
1.79 Hear and produce a controlled number of sounds in words with minimal interference from his/her language.	Drill: Pairs of words representing sounds. Songs. Poems. Rhymes.	Given appropriate instruction, the student will identify and produce particular sounds as requested with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.80 Understand and pronounce two or three syllable words with proper stress and pronunciation. Example: pencils umbrellas necklaces oranges soldiers secretaries envelopes etc.	Teacher will present objects to be identified. Student will say the name of each object after the teacher. Student will use words in sentences Words can be written on the board. Competitions. Games.	Given instructions, the student will pronounce two or three syllable words using proper stress and pronunciation.
1.81 Understand and follow specific instructions composed of two or three parts.	Student will follow instruction given. Teacher will include negative instructions. Examples: Take out your book. Put it on your desk. Don't open it. Dialogues. Games.	Given a set of instructions, the student will follow them in order with 95% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking
Level 2 Section 1

Objectives	Activities	Evaluation
1.82 Hear and use intonational patterns in questions and statements.	Student will indicate first with his/her hands and later in writing, the intonational pattern followed in question and answer. Drills. Games.	Given a set of statements, the student will indicate the intonational patterns as required in each case with 90% accuracy.
1.83 Describe concrete nouns, using descriptive adjectives.	Drills. Games. Rhymes. Converstation.	Given pictures or objects, the student will give five adjective for each one with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listing and speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.84 Place adjective and adverb complements in the proper position in language structures.	Students will hear different parts of a sentence. They will put all the parts in order to form a sentence. Oral compositions. Drills. Games.	Given appropriate instructions, the student will place adjective and adverb complements in the proper position in language structures as required with 80% accuracy.
1.85 Understand and use language structures with modals.	Presentation of material. Drills. Questions and answers. Dialogues.	Given sentence clues the student will use modals as requested with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.86 Understand and use questions and corresponding answers with Why + is, was or were + the rest of the sentence.	Example of structures: Why were you absent yesterday? Why was she running? Drills. Dialogues. Games.	Given picture clues, the student will give questions and answers, as indicated with 80% accuracy
1.87 Understand and use negative statements with the auxiliary did + not.	Presentation of material. Drills. Games. Compositions.	Given a set of sentences, the student will change them to negative statements using "did not" with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Listening and Speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.88 Understand and use simple questions with the interrogative word "Which."	Collect some books from students. Put them on a table. Practice language structures such as: Which book is mine? Which book is my book? Which one is my book? Which one is a red book? etc. Drills. Games.	Given a set of pictures, the students will ask questions with "Which" as indicated with 80% accuracy.
1.89 Understand and use statements with "Will" expressing future tense.	Presentation of material. Questions and answers. Drills. Dialogues. Games.	Given a set of questions, the student will give statements with "will," expressing future, with 80% accuracy.

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ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.90 Understand and use statements with verb "to have" in the present tense.	Presentation of material such as: She has a hat. They don't have a new automobile. Drills. Games.	Given a set of statements, the student will change them to negative statements with 80% accuracy.
1.91 Understand and use statements with "There was" and "There were."	Presentation of statements. Drills. Compositions.	Given a set of pictures, the student will use "There was" or "There were" as required with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.92 Understand and use positive and negative commands.	Presentation of material. Examples: Look out the window. Don't use the new coat today. Give practice on commands. Chain drill.	Given a set of commands, the student will change them to negative or positive statements as requested with 80% accuracy.
1.93 Understand and use statements with irregular verbs in the present and in the past tense.	Review a list of irregular verb in the present and in the past. Drill verbs. Drill statements. Students will participate in a debate with two teams. Team 1- 1st student gives a verb. Team 2- 2nd student gives a statement in the present. Team 3- 3rd student gives a statement in the past (inverse).	Given a list of irregular verbs, the student will give oral statements in the present or in the past as required with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking
Level 2 Section 1

Objectives	Activities	Evaluation
1.94 Understand and pronounce the final "ed" of regular past tense verbs as (d) (t) or (Id).	Present a list of regular verbs in the present. (can be written on the board) Present the past tense for each verb listed and give practice in the correct pronunciation. Example of verbs: play - played (d) jump - jumped (t) want - wanted (Id) Drills.	Given a list of regular verbs in the present, the student will give the past tense with proper pronunciation with 80% accuracy.
1.95 Understand and use a variety of prepositions of place or position, direction, time and manner. Example: into between during until around with by	Present a list of common prepositions and use them in statements. Individual practice. Drills.	Given appropriate clues and instructions, the student will use the correct preposition with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.96 Understand and use "may," "must" and "should" in positive and negative statements.	Present statement in the positive and change them to the negative. Drills. Dialogues.	Given a set of statements the student will change them to the negative with 80% accuracy.
1.97 Understand and use "may," "must," and should in questions.	Presentation of material. Questions and answers. Drills. Oral compositions.	Given a set of statements, the student will change them to questions with 80% accuracy.

Objectives	Activities	Evaluation
1.98 Understand and give directions with words. (not pointing)	Present material: Student gives 3 directions as instructed. Another student will follow them and give 3 more instructions to a third student. Drills. Games.	Given a situation, the student will give the directions with 80% accuracy.
1.99 Understand and use language structures and vocabulary used in shopping.	Presentation of material. Drills. Role playing.	Given the appropriate instructions, the student will use statements as directed with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking
Level 2 Section 1

Objectives	Activities	Evaluation
1.100 Understand and talk about holidays in the United States and in his/her own country.	Provide essential background information whenever necessary. This activity will be repeated according to the particular celebration. Compositions and dialogues. Teach vocabulary related to the celebration. Movies. Songs, poems, and rhymes.	Given picture clues, the student will identify the festivity and will make a statement about it.
1.101 Understand and give his address and name using a variety of language structures.	Present various ways to ask and answer the name and the address. Give practice on questions and answers. Dialogues. Games.	Given appropriate clues, the student will ask and answer related questions with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Listening and Speaking

Level 2 Section 1

Objectives	Activities	Evaluation
1.102 Understand and use the clock. Examples: a quarter to_____. a quarter after_____. five minutes to_____.	Review previous instruction and introduce the new one. Give practice on telling the time. Games.	Setting the clock to specific times, the student will identify the time with 80% accuracy.
1.103 Understand and use simple mathematical expressions.	Introduce mathematical expressions in context. (Simple problems) Drills. Games.	Given an specific situation, the student will use mathematical expressions with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking
Level 2 Section 1

Objectives	Activities	Evaluation
1.104 Understand and use intensifiers 'too' and 'very.'	Present different statements using both words. Students will participate in drills.	Given a set of statements, the student will supply 'too' or 'very' as required four out of five times.
1.105 Understand and use language structures and vocabulary needed in the office of a doctor or in a common situation.	Drill language structures and vocabulary needed. Dialogues.	Given a situation, the student will respond in the appropriate manner with 80% accuracy.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 1

Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Use simple questions introduced by Why, How, Which.					
2. Participate in dialogues.					
3. Sing songs in class.					
4. Use long and short vowels correctly.					
5. Participate in discussions of school events or memorial dates.					
6. Use future tense in simple language structures.					
7. Use time expressions in the present and in the past.					
8. Use present progressive form with regular verbs.					
9. Understand irregular verbs in the present, past, and past participle.					
10. Understand verbs with up in simple sentences.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 1

Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered 5	Mostly Mastered 4	Moderately Mastered 3	Slightly Mastered 2	Not Mastered 1
11. Use statements with "There is" and "There are."					
12. Use simple questions with "How much" and "How many."					
13. Use statements with "going to" + the verb to indicate a future action.					
14. Distinguish differences in sounds.					
15. Pronounce two-or three-syllable words with proper stress.					
16. Follow specific oral instructions of three or four parts.					
17. Indicate intonation patterns in questions and statements.					
18. Use descriptive adjectives.					
19. Use adjectives and adverbs in the proper position in a language structure.					
20. Use modals.					
21. Use negative statements with "did."					
22. Use statements with "will" to indicate futurity.					

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 1
Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
23. Use positive and negative statements with the verb "to have."					
24. Use statements with "There was" and "There were."					
25. Use positive and negative commands.					
26. Use irregular verbs in the present and in the past tense.					
27. Pronounce the final "ed" on regular past tense verbs.					
28. Use prepositions of place, direction, time or manner.					
29. Use "may," "must" and "should" in positive and negative language structures.					
30. Give and follow directions.					
31. Recognize holidays in the United States.					
32. Give his/her address.					
33. Ask and tell the time.					
34. Use mathematical expressions.					
35. Use the intensifiers, "too" and "very."					

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 1

Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered 5	Mostly Mastered 4	Moderately Mastered 3	Slightly Mastered 2	Not Mastered 1
36. Use language expressions in specific situations.					

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ENGLISH AS A SECOND LANGUAGE

Listening and Speaking
Level 2 Section 2

Objectives	Activities	Evaluation
1.106 Understand and use different kinds of information questions. (Summary of structures listed at the end of this section.)	Teacher will present a chart like the one listed at the end of this section to direct the discussion. Question and answer period. Dialogue presentation. Role play. Drills.	Given the appropriate instructions, the student will give specific statements or questions with 80% accuracy.
1.107 Recognize occupations and responsibilities within each occupation.	Presentation of material by means of conversation about parents' jobs. Drills. Games. Dialogues. Compositions.	Given picture clues, the student will identify occupations and related responsibilities with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 2

Objectives	Activities	Evaluation
1.108 Understand and use singular and plural compound words.	Drill on words for proper pronunciation. Group I roommate - roommates butter dish - butter dishes drugstore - drugstores Group 2 father-in-law - fathers-in-law Presentation of words in sentences. Students look in the dictionary for compound words.	Given a set of compound words, the student will give the plurals with 80% accuracy.
1.109 Understand and use possessive forms of compound nouns.	Presentation of a list of compound nouns of all categories. (List can be written on the board.) Example of words: mother-in-law's sons-in-law's Drill words for proper pronunciation. Students will use words in sentences.	Given a set of compound words, the student will use them in the possessive form in sentences with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Listening and Speaking

Level 2 Section 2

Objectives	Activities	Evaluation
1.110 Understand and use reflexive pronouns.	Drills. Games. Dialogues.	Given an appropriate clue, the student will use the correct reflexive pronoun with 80% accuracy.
1.111 Understand and use present perfect tense, (have + past participle of the main verb).	Drills. Dialogues. Oral controlled composition.	Given pictures clues, the student will use the present-perfect tense as requested with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Listening and Speaking

Level 2 Section 2

Objectives	Activities	Evaluation
1.112 Understand and use negatives in present perfect tense statements.	Drills. Dialogues. Games.	Given statement clues, the student will indicate the negative form as requested with 80% accuracy.
1.113 Understand and use frequency adverbs such as often, always, ever, usually, generally, frequently, never, seldom, rarely, sometimes and occasionally.	In a conversation with the students the teacher will present each word in context. Drill the words. Question and answers.	Given a set of statements and appropriate instructions, the student will repeat the statement inserting the frequency word correctly with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking
Level 2 Section 2

Objectives	Activities	Evaluation
1.114 Understand and use comparative degrees of adverbs. soon - sooner late - later fast - faster quickly / more quickly / most quickly well / better / best Cheerfully less cheerfully least cheerfully	Presentation of material such as: late - later Questions and answers. Who came late this morning? Who came later than ______? Drills. Controlled composition.	Given a sentence clue, the student will give a sentence using the comparative degree of an adverb 80% of the time.
1.115 Understand and use comparative degree of adjectives with more than two syllables.	Presentation of material such as: difficult - more difficult durable - more durable Drill on adjectives. Use adjectives in sentences. Controlled composition.	Given a sentence clue, the student will give a sentence using the comparative adjective with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 2

Objectives	Activities	Evaluation
1.116 Understand and form the superlative degree of most adjectives.	Presentation of material by comparing students, objects and pictures. Drills. Dialogues. Compositions.	Given a list of adjectives, the student will provide the superlative degree with 80% accuracy.
1.117 Understand and use expressions with indefinite pronouns such as: someone, something, each, each other, either somewhere, anywhere, everything, everyone, everybody etc.	Drills. Dialogues. Games.	Given appropriate clues, the student will use indefinite pronouns in statements with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Listening and Speaking

Level 2 Section 2

Objectives	Activities	Evaluation
1.118 Understand and use expressions about temperature in degrees.	Presentation of material. Talk about a thermometer. Drill on different temperatures. Dialogues.	Given picture clues, the student will identify the temperature in degrees with 80% accuracy.
1.119 Understand and use vocabulary and language structures about measures of liquids and solids.	Presentation of language structures and vocabulary. Drills. Dialogues. Games.	Given a picture clue, the student will identify measures as requested 4 out of 5 times.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 2

Objectives	Activities	Evaluation
1.120 Understand and use adjectives ending in "able."	Demonstrate with actions and sentences. Example: Say: I can break this bottle. The bottle is breakable. Presentation of several examples. Drills. Dialogues.	Given appropriate instructions, the student will give sentences using adjectives ending in "able" with 80% accuracy.
1.121 Understand and use adjectives in the superlative degree.	Presentation of adjectives in context. Drills. Games. Oral controlled compositon.	Given a set of adjectives, the student will give the superlative degree with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking
Level 2 Section 2

Objectives	Activities	Evaluation
1.122 Understand and use connective words in language structures. Example of connective words: also furthermore likewise nevertheless besides although therefore yet	Drill on connective words. Use connective words in sentences. Substitution drill. Drill on position of connective words. Compositions.	Given a set of sentences and instructions, the student will use connective words with 80% accuracy.
1.123 Understand and use verbs followed by two complements.	Demonstrate using pictures, students, etc. Drill language structures like: She gave him a book. She gave a book to him. Review objective pronouns.	Given picture clues, the student will give two sentences using verbs followed by two complements (4 out of 5 times).

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking
Level 2 Section 2

Objectives	Activities	Evaluation
1.124 Understand and use possessive pronouns in language structures.	Drill possessive pronouns: mine yours his hers its ours theirs Drill possessive pronouns in language structures. Dialogue.	Given sentence clues, the student will give the possessive pronouns with 80% accuracy.
1.125 Understand and use common idioms in language structures.	Conversation using pictures. Drill on idioms. Dialogue.	Given an idiom, the student will use it in an appropriate language structure with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 2

Objectives	Activities	Evaluation
1.126 Understand and use prefixes and suffixes to get a variety of words.	Introduction of materials. Drills. Games. Example: Show a picture of an object. A student gives the name for it. A second student makes a sentence. A third student gives the plural. A fourth student makes a sentence. Teacher perform an action. (Continue the practice as before using ing form, s form and ed form of action words.)	Given a word (adjective, noun, verb or adverb) the student will add a prefix or suffix and use it in an appropriate language structure with 80% accuracy.
1.127 Make request with "Let's" and "Let's not" in language structures.	Presentation of material. Drills. Group practice and actions.	Given the appropriate clue, the student will follow as directed. (4 out of 5 times.)

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 2 Section 2

Objectives	Activities	Evaluation
1.128 Understand and use simple tag questions.	Puppets will model the use of simple tag questions. Imitation. Drills. Dialogues.	Given the appropriate clues, the student will give a statement followed by a tag question. (4 out of 5 times.)

WORD ORDER OF INFORMATION QUESTIONS

Group I

"WH" WORD	AUXILIARY	SUBJECT	VERB	REST OF SENTENCE
Where	did	Luis	leave	the books?
How	am	I	going to read?	
When	can	they	come	to school?
Why	do	you	ask	so many questions?
What	have	the students	learned	so far?
Whom	is	she	waiting for?	
How often	does	it	snow	in Newark?
What time	could	we	see	her?
How long	has	the girl	been practicing	the lesson?
How far			are	The boys from here?

WORD ORDER OF INFORMATION QUESTIONS

Group II

"WH" WORD	OBJECT	AUXILIARY	SUBJECT	VERB	REST OF SENTENCE
Which	book	was	Maria	reading	when you arrived?
What	questions	have	they	been asking	the teacher?
Whose	pen	did	Julio	borrow	this morning?
What kind of	material	are	you	going to need?	
How much	time	does	she	need	to finish the lesson?
How many	parents	should	we	invite	to the trip?

Group III

SUBJECT	VERB	REST OF SENTENCE
Who	read (past)	the story?
Which	is	the best ring?
What room	has	the most beautiful decorations?
Whose paper	has disappeared	from the desk?
What kind of toys	are	best for children?
How much money	was spent	on the coat?
How many students	were tested	last May?

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 2

Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Use different kinds of information questions.					
2. Recognize occupations and main responsibilities within each occupation.					
3. Use singular and plural nouns.					
4. Use possessive forms of compound nouns.					
5. Use reflexive pronouns.					
6. Use present perfect tense in positive and negative statements.					
7. Use frequency words.					
8. Use verbs followed by two complements.					
9. Use comparative and superlative degrees of adjectives.					
10. Use comparative and superlative degrees of adverbs.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 2
Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
11. Use expressions with indefinite pronouns.					
12. Use mathematics vocabulary.					
13. Use adjectives ending in able.					
14. Use possessive pronouns.					
15. Use common idioms.					
16. Use prefixes and suffixes.					
17. Use tag questions.					
18. Use connectives.					

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level III Section I

Objectives	Activities	Evaluation
1.129 Understand and use vocabulary and structural patterns needed in social relations and everyday situations.	Dialogues. Simulated situation: At the barbershop. At the beauty parlor. At the gasoline station. At the doctor's office. Drills. Compositions.	Given a situation, student will respond appropriately with 80% accuracy.
1.130 Understand and pronounce correctly multi-syllable words.	Drill on pronunciation. Locate and copy multi-syllable words from a dictionary. Debate on multi-syllable words.	Given picture clues, the student will give multi-syllable words as indicated with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level III Section I

Objectives	Activities	Evaluation
1.131 Understand and use a variety of adjective phrases.	Drills. Dialogues. Compositions.	Given a set of incomplete sentences, the student will provide the adjective phrases in 4 out of 5 cases.
1.132 Understand and use adjectives and adverbs as complements in a sentence structure.	Drills. Composition. Games. Dialogues.	Given a set of incomplete sentences, the student will provide the adjective or adverb complements as required in 4 out of 5 cases.

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ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level III Section I

Objectives	Activities	Evaluation
1.133 Understand how accent and stress change word meaning.	Drills on pronunciation Examples of words: separate (verb) separate (adjective) desert (noun) desert (verb) process (noun) process (verb) progress (noun) progress (verb) Games.	Given a sentence, the student will read it with proper pronunciation and stress with 80% accuracy.
1.134 Understand and use adverbial and adjectival affixes.	Drills on pronunciation. Exercises. Games.	Given a list of adverbs and adjectives, the student will add affixes as requested with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level III Section I

Objectives	Activities	Evaluation
1.135 Understand and use noun suffixes.	Drills. Games. Exercises on the board. Exercises on ditto paper.	Given a list of nouns,the student will write a noun suffix as requested with 80% accuracy.
1.136 Understand and use prefixes.	Drills. Exercises on the board. Exercises on ditto paper. Games.	Given a list of words,the student will write prefixes as required with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Listening and Speaking

Level III Section I

Objectives	Activities	Evaluation
1.137 Understand and use compound words.	Drill on pronunciation of words presented by students and teacher. Formation of sentences using compound words. Games.	Given picture clues, the student will write compound words as requested with 80% accuracy.
1.138 Understand and use statement with habitual actions in the past. Example: She used to wake up early.	Presentation of material by means of a dialogue. Drills on expressions and sentences. Controlled compositions.	Given picture clues, the student will use statements with habitual actions in the past with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Listening and Speaking

Level III Section I

Objectives	Activities	Evaluation
1.139 Understand and use statements indicating a customary action. He always arrived early.	Students will review frequency words such as: generally never rarely usually seldon sometimes often ever occasionally Present situations in which the students understand and use customary statements. Questions and answers.	Given appropriate clues, the student will give statements indicating a customary action with 80% accuracy.
1.140 Understand and use statements to express an action that began in the past and has continued to the present, and may continue to the future. Example: (I have been studying English for three years.)	The teacher will explain the formation of the present perfect tense. Teacher will use various situations and action words to develop a simple dialogue using the present perfect tense of the verbs. Drills. Students will give own sentences. Compositions.	Given a number of situations, the students will give appropriate sentences using the present perfect tense with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level III Section I

Objectives	Activities	Evaluation
1.141 Understand and use the simple present and present progressive in more complex language structures, using a greater variety of vocabulary.	Drills. Conversations. Dialogues. Games. Compositions. Filmstrips.	Given specific situations, the student will use appropriate responses as requested in correct fluent English with 90% accuracy.
1.142 Understand and use the simple past and the past progressive in more complex language structures, using a greater variety of vocabulary.	Drills. Compositions. Games. Dialogues.	Given specific situations, the student will use appropriate responses as indicated in correct fluent English with 90% accuracy.

Level III Section I

Objectives	Activities	Evaluation
1.143 Understand and use the future progressive in complex language structures using a greater variety of vocabulary.	Drills. Exercises on dittos. Compositions. Dialogues. Games.	Given clue phrases and words, the student will form a sentence, using a future progressive tense in 4 out of 5 cases.
1.144 Understand and use the perfect tense in complex language structures using a greater variety of vocabulary and situations.	Drills. Exercises. Dialogues. Compositions. Filmstrips.	Given clue words, the student will give a sentence using perfect tenses as required in 4 out of 5 cases.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level III Section I

Objectives	Activities	Evaluation
1.145 Describe pictures of people from different cultures in correct fluent English.	Teacher sets the example. Students can be guided by following an outline, prepared by the class. Drill on new vocabulary and phrases. Compositions.	Given a picture of a person, the student will describe it in correct fluent English with 95% accuracy.
1.146 Understand and identify the main topic of what they hear.	Listen to a pre-taped conversation or to a selection read by the teacher to find the main idea presented. Listen to a selection in order to find the best title.	Given a pre-taped conversation, the student will give the main topic discussed in 4 out of 5 cases.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 3 Section 1

Objectives	Activities	Evaluation
1.147 Understand and identify the main topic and supporting details of what they hear.	Listen to pre-taped selection. Listen to a selection read by the teacher. Point out all the ideas presented. Decide which one is the most important. Decide which ideas support the main topic.	Given a pre-taped selection, the student will give the main idea and three supporting details with 80% accuracy.
1.148 Tell in his/her own words a story he/she has heard.	Listen to three or four related sentences in order to tell in his own words what he/she has heard. Listen to stories and compositions in order to tell in his/her own words what he/she has heard.	Given a pre-taped selection, the student will tell in his/her own words what he/she has heard with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Listening and Speaking

Level 3 Section 1

Objectives	Activities	Evaluation
1.149 Distinguish all the sounds of the English language and know how to recognize words in phonetic symbols.	Drills on sounds in context. a. consonants with only one sound b. consonants with two or more sounds. c. consonants and vowels clusters d. short and long vowels Present phonetic symbols. Transcribe words in phonetic symbols. Present games, poems, songs, filmstrips, etc.	Given pictures clues, the student will identify the sound correctly with 80% accuracy.
1.150 Understand and use correctly troublesome words. Examples: say - tell lie - lay rise - raise sit - set use - wear among - between assist - attend most - must	Tell experiences of people when using words incorrectly. Identify false cognates. (They can bring misunderstandings to Spanish speaking students.) Present dialogues. Present compositions.	Given a situation, the student will use the appropriate word as indicated with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Listening and Speaking

Level 3 Section 1

Objectives	Activities	Evaluation
1.151 Determine the meaning of figurative language.	Student will study poems, drama, etc. in which he/she can recognize metaphors, similes, personifications, hyperboles and ironies. Student will hear pre-taped selections etc.	Given a selection the student will identify figurative language as requested with 78% accuracy.
1.152 Understand and distinguish among facts, fiction and opinion.	Student will hear pre-taped selections, radio etc. Students will decide if what is said is an opinion, etc.	Given a pre-taped selection the student will decide if what he/she has heard is an opinion etc. with 75% accuracy.

ENGLISH AS A SECOND LANGUAGE

Listening and Speaking

Level 3 Section 1

Objectives	Activities	Evaluation
1.153 Participate in oral presentation using correct fluent English.	Student will talk about: an experience, own family cultural experiences with classmates, own plans, a book, etc.	Given a set of topics, the student will select one and will make a presentation as indicated using correct fluent English with 80% accuracy.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 3 Section 1

Listening and Speaking

	Satisfactory		Needs Improvement		
Student's performance shows ability to:	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Use prefixes correctly.					
2. Use compound words correctly.					
3. Use verbs expressions of habitual action in the past tense correctly.					
4. Use language structures in the past tense correctly.					
5. Use language structures with "going to" correctly.					
6. Use future tenses correctly.					
7. Use complex sentences in the present, past and future.					
8. Use vocabulary and language structure with correct pronunciation appropriate to the situation.					
9. Ability to pronounce multi-syllable words correctly.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 3 Section 1

Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
10. Use a variety of descriptive adjectives.					
11. Use accent and stress correctly.					
12. Use adjective endings "less" "ish" and adverbial ending "ly" correctly.					
13. Use noun suffixes "er", "ist", "ness" and "tion" correctly.					
14. Tell in his/her own words a story.					
15. Distinguish all sounds in the English language and recognize words in phonetic symbols.					
16. Use troublesome words correctly.					
17. Describe typical people from the United States and other countries.					

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 3 Section 1

Listening and Speaking

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered 5	Mostly Mastered 4	Moderately Mastered 3	Slightly Mastered 2	Not Mastered 1
18. Understand the main idea and supporting details of what he/she hears.					
19. Understand figurative language.					
20. Understand and distinguish among facts, fiction and opinions.					

READING

After being exposed to reading instruction, the student will read materials which contain known elements while gradually introducing unknown elements.

ENGLISH AS A SECOND LANGUAGE

Reading Readiness

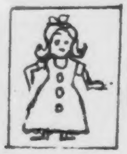
Level 1   Section 1

Objectives	Activities	Evaluation
The student will: 2.1 Recognize words to identify shapes, sizes, colors and other properties of objects he/she is familiar with. (Activities for the objectives 1-9 can be presented as a cumulative practice of the oral presentation of related vocabulary and structures.)	Name: shapes, colors, etc. a) Identify and/or classify objects by shape and size. Example: The book is a rectangle. b) Identify a missing part from an object or picture. c) Identify and classify objects by colors.	Given objects and pictures, the student will give answers as requested with 80% accuracy.
2.2 Recognize the name of objects and group them in general categories.	Games: Students line up objects or pictures and give the name for each picture or object proceeding from left to right.	Given a set of objects, the student will find and name three related objects with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Reading Readiness

Level 1 Section 1

Objectives	Activities	Evaluation
2.3 Identify the main idea in simple pictures.	Games: Present a set of pictures expressing single ideas. Student will take one and express the main idea of the picture. Pictures will be presented according to the student's ability to speak in English. (The teacher guides the observation by means of questions they can understand.)	Given a picture clue, the student will give a language structure containing the main idea with 80% accuracy.
2.4 Identify the main idea and details in simple pictures.	Games in which the students identify the main idea and some details. Example:  This is a girl. Her dress is long. Her dress has three bottons. etc. (The teacher guides the observation by means of questions, etc. known by the students.)	Given a picture clue, the student will give the main idea and two related details with 80% accuracy.

Reading Readiness

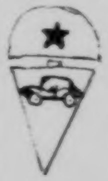
Level 1 Section 1

Objectives	Activities	Evaluation
2.5 Rote recitation of the A-B-C's.	Singing the alphabet song.	When indicated, the student will sing the alphabet song by rote.
2.6 Identify initial sounds from pictures of known objects.	As teacher introduces vocabulary in the oral practice, he/she can initiate grouping pictures in charts having the same beginning sound. Example: Categorize vocabulary pictures according to initial sound.	Given a picture clue, the student will give the name for the picture and the initial sound with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

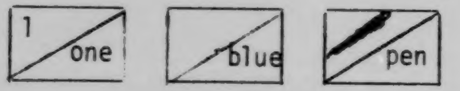
Reading Readiness

Level 1   Section 1

Objectives	Activities	Evaluation
2.7 Identify and match pictures which rhyme.	Games. Example: Ice cream cones:  Each ice cream cone is composed of two parts containing two rhyming pictures. If a child can match the two rhyming pictures he/she can have the ice cream. Rhymes. Songs.	Given picture clues, the student will give a rhyming word with 80% accuracy.
2.8 Identify his/her name in a complete sentence.	Games. Drills.	Given a set of five names, the student will choose his/her own name. (100% of the time.)

ENGLISH AS A SECOND LANGUAGE

Level Reading 1 Readiness Section 1

Objectives	Activities	Evaluation
2.9 Distinguish letters of the alphabet.	Games. Ditto papers. Board exercises.	Given a set of drawings and letters, the student will identify them with 80% accuracy.
2.10 Identify pictures, colors and numbers 1-10 with corresponding words.	Games. Exercises. Example:  Students use words in language structures.	Given a set of pictures and words, the student will put words and corresponding pictures together with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Reading Readiness

Level 1 Section 1

Objectives	Activities	Evaluation
2.11 Visual discrimination of letters, group of letters and words.	Match similar letters. Example: A | T F A E Match similar group of letters. ABC | CBA BAC ABC Match similar words. book | back door book	Given appropriate clues, the student will match letters, groups of letters and words as indicated with 80% accuracy.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

READING READINESS

Level 1 Section 1

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Identify sets of pictures from left to right.					
2. Classify objects, animals, people in general categories.					
3. Recognize similarities and differences of objects using English vocabulary.					
4. Recognize similarities and differences in shapes using English vocabulary.					
5. Recognize similarities and differences in size using English vocabulary.					
6. Distinguish letters of the alphabet.					
7. Sing the alphabet song.					
8. Recognize his own name in a complete sentence.					
9. Match words to pictures, numbers and colors.					
10. Match pairs of similar letters and words.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

E.S.L. READING READINESS

Level 1 **Section** 1

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
11. Recognize sounds of letters as represented by pictures.					
12. Identify the main idea in a simple picture.					
13. Identify the main idea and related details in a simple picture.					

ENGLISH AS A SECOND LANGUAGE

READING

Level 1 Section 2

Objectives	Activities	Evaluation
2.12 Recognize the letters of the alphabet by name.	Have a key word for each letter for daily practice. Songs. Exercises. Games. Drills with flashcards.	Given a set of letters, the student will identify all of them with a 100% accuracy.
2.13 Recognize a variety of words mastered orally.	Experience charts. Games. See sections Suggested Devices for Emphasizing Vocabulary on page 388 and Developing Word Recognition Skills on page 35.	Given a set of pictures and words, the student will match each word with the correspon-ding picture 4 out of 5 times.

ENGLISH AS A SECOND LANGUAGE

Reading

Level 1 Section 2

Objectives	Activities	Evaluation
2.14 Recognize phrases introduced orally.	. Game. Matching exercises. Experience exercises.	Given a group of five phrases, the student will be able to read four correctly.
2.15 The student will recognize simple sentences previously studied.	Reading dialogues after the teacher. Experience charts. Games.	Given five simple sentences, the student will read four correctly.

ENGLISH AS A SECOND LANGUAGE

Reading

Level 1 Section 2

Objectives	Activities	Evaluation
2.16 Recognize questions previously introduced.	Dialogues. Interviews. Reading games. Experience charts.	Given a set of five simple questions, the student will read and answer four of them.
2.17 Read common instructions and simple commands.	Teacher writes simple commands and instructions on the board. As the student reads each instruction after the teacher, the student performs the action or follows command. Games. Experience charts.	Given a set of five written commands and simple instructions, the student will read four correctly.

Objectives	Activities	Evaluation
2.18 Recognize the days of the week, months and seasons of the year.	Reading games containing simple sentences with the days of the week. Experience charts.	Given a list of words, the student will recognize the days of the week, months and seasons of the year with 80% accuracy.
2.19 Recognize the words for cardinal numbers to twenty.	Matching exercises. Games.	Given a set of numbers and words representing the numbers, the student will pair them with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Reading

Level 1 Section 2

Objectives	Activities	Evaluation
2.20 Recognize the words for ordinal numbers to 10.	Ranging exercises. Matching exercises. Reading games.	Given a set of written ordinal numbers, the student will organize them in order from first to tenth with 80% accuracy.
2.21 Follow written directions and commands.	Write simple commands on cards. Have each student take one and follow instruction given. See Developing Word Recognition Skills on page 35 .	Given a set of written instructions, the student will perform them with 80% accuracy.

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ENGLISH AS A SECOND LANGUAGE

Reading

Level 1 Section 2

Objectives	Activities	Evaluation
2.22 Recognize the words representing the colors.	Flashcard practice. Games. See page 388 for other activities.	Given a set of words representing colors the student will identify them with 80% **accuracy.**
2.23 Recognize antonyms and synonyms.	Matching exercises. Games. Drills with flashcards.	Given appropriate clues, the student will identify antonyms and synonyms with 80% accuracy.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section 2

READING

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Recognize the letters of the alphabet.					
2. Recognize a variety of words mastered orally.					
3. Recognize phrases and sentences previously introduced.					
4. Recognize questions previously introduced.					
5. Read instructions and simple commands.					
6. Read experience charts.					
7. Recognize the days of the week, months and seasons of the year.					
8. Recognize ordinal numbers to ten.					
9. Recognize cardinal numbers to twenty.					
10. Follow simple written directions and commands.					
11. Recognize antonyms and synonyms.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

Level 1 Section 3

Objectives	Activities	Evaluation
2.24 Read a simple dialogue aloud.	Reading aloud after the teacher : a) phrases b) sentences c) complete dialogue	Given a short dialogue, the student will read it with 70% accuracy.
2.25 Understand rhyming words.	Games. Songs. See Nursery Rhymes on page 332.	Given a group of words, the student will identify pairs of rhyming words with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Level 1 Section 3

Objectives	Activities	Evaluation
2.26 Recognize and use initial and final consonants.	Games. Songs.	Given a group of words, the student will recognize initial and final consonants with 80% accuracy.
2.27 Initiate structural analysis skills. a) identify root words. b) identify inflectional endings.	See methodology on page 39.	Given a set of words and appropriate instructions, the student will identify root words, inflectional endings and simple compound words as required with 80% accuracy.

Level 1 Section 3

Objectives	Activities	Evaluation
2.28 Arrange in sequential order pictures, phrases and sentences telling a story.	Present pictures of a series of actions. The student will organize them in sequential order. Present a reading selection which has series of actions or events. The student will number them in order of occurrence. Give a series of oral commands. Write them on pieces of paper and put them in the pocket chart. The student will arrange commands in order of performance.	Given sets of pictures, events and commands, the student will arrange them in sequential order with 80% accuracy.
2.29 Read experience charts.	As the student improves in oral skills the teacher starts developing experience charts according to the student's level.	Given an experience chart already studied, the child will read it with 70% accuracy.

Level 1 Section 3

Objectives	Activities	Evaluation
2.30 Identify plurals.	Students will name nouns. The teacher will write them on the board. The teacher indicates on the board the endings that will change words from singular to plural. Students will practice changing singular nouns to plural nouns. Students read both lists.	Given a list of nouns, the student will indicate the plurals with 80% accuracy.
2.31 Recognize initial, medial and final consonants.	Teacher will try to get from the students examples of words containing a particular sound. Drill on words in which the sound is found. Drill on meaningful phrases containing the sound. Drill on sounds.	Given pairs of words, the student will indicate which word contains a particular sound pronounced by the teacher, with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Level 1 Section 3

Objectives	Activities	Evaluation
2.32 Recognize long and short vowel sounds.	Exercises on the board. Games. Drills.	Given pairs of words, the student will indicate which word contains a familiar vowel sound pronounced by the teacher, with 80% accuracy.
2.33 Identify familiar compound words.	Student will give compound words. Game using compound words. Drills on compound words.	Given simple words in two groups, the student will form familiar compound words with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Level 1 Section 3

Objectives	Activities	Evaluation
2.34 Recognize consonant blends in familiar words. "r" blends br - cr - dr - fr - gr - pr - tr "l" blends bl - cl - fl - gl - pl - sl Other blends sc - sn - sw - sk - sp - st - sm (tw)	Teacher will have key words for all the blends. Student will practice words containing blends on regular basis. Games. Exercises on the board. (Words should be contained within familiar structures.	Given words in pairs, the student will circle the consonant blends as indicated with 80% accuracy.
2.35 Identify initial consonant digraphs. ch, sh, gh, ph, gu, wr, th, wh	Games. Exercises on the board. Drills.	Given a list of words, the student will read them and indicate the initial consonant digraphs being studied with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Level 1 Section 3

Objectives	Activities	Evaluation
2.36 Identify "3 letters" consonant blends as: scr - spr - str - shr - spl	Give practice on the board. Find consonant blends in words around in the room. Games. Drills.	Given a set of words, the student will read them and indicate the consonant blends being studied with 80% accuracy.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 **Section** 3

Reading

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Read simple dialogues of material previously mastered.					
2. Understand rhyming words.					
3. Identify initial and final consonants.					
4. Identify root words.					
5. Identify inflexional endings.					
6. Organize the events of a story in sequential order.					
7. Read experience charts.					
8. Identify plurals.					
9. Recognize medial consonants.					
10. Recognize long vowels.					

A student will be considered satisfactory if [illegible] succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section 3
Reading

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
11. Recognize short vowels.					
12. Identify compound words.					
13. Recognize consonant blends.					
14. Identify initial consonant digraphs.					
15. Identify three-letter consonant blends.					

ENGLISH AS A SECOND LANGUAGE

Level 2 Section 1

Objectives	Activities	Evaluation
2.37 Blend sounds.	The presentation of the whole word in meaningful situations should precede any structural or phonetic analysis of the word. Students will practice blending two sounds. Then add one more. Example: Write "m" on the board and sound it. Write "a" after "m" to make "ma" and sound the syllable. Then add n, d, t, to form words that students know. Use the same procedure to blend words with two or three letters together. Write rhymes in which the student must use a blend to complete the rhyme. Example: In October, we will know That very soon There will be __now.	Given a list of one-syllable words the student will blend the sounds to pronounce a word correctly four out of five times.

Level 2 Section 1

Objectives	Activities	Evaluation
2.38 Recognize silent letters in familiar words.	Write words on the board containing silent letters. Pupils cross out the letter in each word that is silent. Provide worksheet of words containing silent letters. Students mark silent letters in words pronounced. Reinforce skill by providing a worksheet and a tape of words containing silent letters. (This activity can be good for group as well as individual practice.) Example of words: B-comb C-muscle D-Wednesday plumber indict handsome G-sign H-ache K-know chord knife L-Lincoln N-autumn P-receipt balm hymn raspberry S-island T-kitchen W-answer Students read words containing silent letters.	Given a list of words containing silent letters and a tape of words, student will cross out all the silent letters with 80% accuracy.

Level 2 Section 1

Objectives	Activities	Evaluation
2.39 Recognize diphthongs. Examples: oi oy ou ow ew ue	Distribute a sheet of paper with words containing diphthongs. Show a card with a diphthong. Student will find words containing it. They will mark the diphthong and take turns in writing the word on the board. Reinforce activity by having the group and individual students read the words.	Given a list of words containing diphthongs, the student will identify them correctly in four out of every five words.
2.40 Recognize other vowel variants Examples: oo au ei ea	Prepare a chart containing words with other vowel variants. Example: oo-book - moon Students indicate the vowel variants and read the word. Prepare a chart with pockets. Identify each pocket with a vowel variant. As words are learned containing the sound, put them in the pocket and review the ones already there.	Given a set of words containing vowel variants, the student will recognize them with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Level 2 Section 1

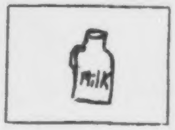
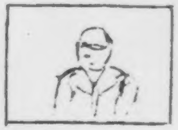
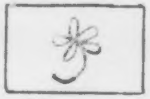
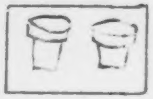
Objectives	Activities	Evaluation
2.41 Recognize "r" controlled vowels in context.	Write on the board or chart a list of words containing a vowel followed by "r." Students will underline the "r" controlled vowels and read the words. Help the students understand that "r" gives the preceding vowel a sound like (ɚ) (ɝ).	Given a list of simple words the student will identify and read those words containing a vowel controlled by "r" with 80% accuracy.
2.42 Read words containing consonant blends in the initial or final position. Examples: bring pant cry belt drink card plant land street churn glad fork	Play games. Pick oranges from a tree. Write consonant blends on each orange. Student may pick up the orange if he/she can say a word beginning with the sound. Go up the Ladder. Student can climb the ladder if he/she can say words with the consonant blend on each step. Write and read all the words containing blends, given by the students.	Given a list of words containing selected consonant blends in the initial or final position, the student will read four out of every five words correctly.

Level 2 Section 1

Objectives	Activities	Evaluation
2.43 Recognize and read consonant digraphs in familiar words. Examples: chair write shoes push who photo those ghost	Games: Climb the Ladder. Take a Fish. List words containing consonant digraphs on the board. Students will list them under the appropriate consonant digraph such as: ch, sh, gh, ph, wh, wr, th, and kn. Have students locate other words in newspapers and magazines and add them to the list.	Given a list of words containing specific consonant digraphs, the student will identify and read four out of every five words.
2.44 Recognize vowel digraphs in familiar words. Examples: ai-sail ea-beat ay-day ee-bee oa-goat oe-goes ei-leisure	Write on the board a list of words containing vowel digraphs. Present a vowel digraph on a card and say words containing it. Have students underline the vowel digraph presented, in words written on the board. Reinforce activity, having students underline vowel digraphs on a worksheet previously prepared.	Given a list of familiar words, the student will identify the words containing same vowel as a key word with 90% accuracy.

ENGLISH AS A SECOND LANGUAGE

Level 2 Section 1

	Objectives	Activities	Evaluation
2.45	Form compound words from a given list of words.	Write two lists of words on the board. Example: milk book fire man work man Use pictures to teach the concept  +  milk + man = milkman	Given two lists of words, student will form compound words in 4 out of tries.
2.46	Recognize singular and plural compound nouns.	Use the picture approach to clarify the concept. Example: airplane  flower +  pots Prepare a worksheet with sentences. Students will underline the compound words. Students will write the plural for each compound word.	Given a set of sentences, the student will underline all the compound words and separate them in singular and plural words, with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Level______ Section 1

	Objectives	Activities	Evaluation
2.47	Form compound words necessary to complete a sentence.	List familiar words on the board. Write incomplete sentences. Example: milk man in side He saw the_______on the street. The children went_______to play.	Given a list of familiar words and a list of incomplete sentences, the student will form the compound word necessary to complete the sentence in four out of five sentences.
2.48	Recognize word groups.	Guide students to classify words by meaning and function. Arrange words in a pocket chart by a given classification, adding one word which does not fit in the classification. Ask students to identify the word which does not fit in the group. Mix all the words. Have the student separate them according to classifications.	Given sets of words, the student will identify the one that does not fit in each group, with 80% accuracy.

Level 2 Section 1

Objectives	Activities	Evaluation
2.49 Read commands and specific instructions.	Make a chart with numbered pockets in which there are commands and specific instructions written on cards. Students take out all the cards from a pocket and read them. Another student can perform the actions. For further practice, students will copy them in their notebooks.	Given a list of commands in cards, the student will read them and perform the action, with 80% accuracy.
2.50 Follow simple written commands and directions in order of presentation.	Give a worksheet with groups of three commands. Example: Stand up. Walk to the board. Write your name. Each student will read a set of three, in order of presentation, and follow the directions. Students will write and follow commands.	Given a set of three commands, the student will read them and perform the action requested with 80% accuracy.

Level 2 Section 1

Objectives	Activities	Evaluation
2.51 Draw conclusions from sentences and stories.	Provide stories written on the board or on worksheets. Example: Carmen was in bed. She had a thermometer in her mouth. She was___________.	Given a short story, the student will make conclusions with 80% accuracy.
2.52 Read and complete exercises designed to reinforce the oral lessons.	The students will participate in oral reading to reinforce good enunciation and expression. The students will read questions, statements, phrases and words presented orally. The students will read and do exercises of material presented orally. Example: Identify the correct verb in complete statements. Students will read the statements and identify the correct verb form.	Given specific clues, the student will respond appropriately with 80% accuracy.

Level 2 Section 1

Objectives	Activities	Evaluation
2.53 Read controlled compositions of four or five sentences developed in class.	Students will read sentences after the teacher. Students will read the whole composition after the teacher. Students do a variety of exercises related to the composition. Students will read the composition orally. Further, the student will make substitutions in the original composition.	Presented a composition previously studied,the student will read it with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Level 2 Section 1

Objectives	Activities	Evaluation
2.54 Read a short dialogue with familiar language structures.	Students will read each sentence of the dialogue after the teacher. Two students will read the dialogue, playing roles.	Given a short dialogue previously studied, the student will read it with 80% accuracy.
2.55 Use proper intonation and pronunciation when reading orally.	Students will read words, sentences, a favorite passage, dialogues, poems, songs and experience charts using proper intonation and pronunciation.	Given an appropriate reading selection, the student will read orally, using proper intonation and pronunciation with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Level 2 Section 1

Objectives	Activities	Evaluation
2.56 Identify facts directly stated in a paragraph.	Students read orally after the teacher. Students will answer questions that will tell who, what, where, how and when.	Given a short paragraph, the student will identify facts directly stated with 80% accuracy.
2.57 Understand the main idea of a short paragraph.	Students read a short paragraph after the teacher. Students will choose the best title from three suggestions. Students will select the sentence containing the main idea. Students will select the sentence which best tells about the paragraph.	Given a short paragraph of known material, the student will identify the main idea with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Level 2 Section 1

Objectives	Activities	Evaluation
2.58 Identify the sequence of events in a story.	Students will read the story. Students will identify the events by reading directly from the story and writing them on the board. Students will rewrite the events in sequential order.	Given a list of events from a a familiar story the student will organize them in sequential order with 80% accuracy.
2.59 Distinguish sequential order of letters.	Write the alphabet on the board with some missing letters. Student will complete it. Present the alphabet letters in sequence. Cover one letter. The students will tell the name of the letter covered. Present a letter and ask the students which letter comes before and after. Present a dictionary or telephone book. Students will take turns to open it to "a," "m," "z," etc.	Given a letter, the student will tell the letter that goes before and after with 80% accuracy.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 1

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Blend sounds.					
2. Recognize silent letters.					
3. Recognize diphthongs.					
4. Recognize other vowel variants.					
5. Recognize "R" controlled vowels in context.					
6. Read words containing consonant blends in the initial or final position.					
7. Recognize and read consonant digraphs in familiar words.					
8. Recognize vowel digraphs in familiar words.					
9. Form compound words.					
10. Recognize singular and plural compound words.					
11. Recognize word groups or classifications.					
12. Read commands and specific instructions.					
13. Follow simple written commands and directions in order of presentation.					
14. Draw conclusions from sentences and stories.					
15. Read and complete exercises designed to reinforce the oral lessons.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 1

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered 5	Mostly Mastered 4	Moderately Mastered 3	Slightly Mastered 2	Not Mastered 1
16. Read controlled compositions of four or five sentences developed in class.					
17. Read a short dialogue of familiar language structures.					
18. Read orally with proper intonation and pronunciation.					
19. Identify facts directly stated in a paragraph.					
20. Understand the main idea of a short paragraph.					
21. Identify the sequential order of letters.					

Objectives	Activities	Evaluation
2.60 Use the soft sound of c and g.	Students read a list of words containing both hard and soft g and c. Separate the words into two columns; one containing all soft c or g and another containing all hard c or g. Students will find the vowel following the letter c or g. They read the words and compare sounds. Give a worksheet with words containing soft and hard g and c. Students will list the words under the corresponding column. From this, guide the student to make a generalization that when g is followed by (a,o,u) it usually has a hard sound. Students may note some exceptions. Students review the soft and hard sound of c.	Given a list of words containing soft and hard c and g sounds, the student will classify the words accordingly with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
READING

Level 2 Section 2

Objectives	Activities	Evaluation
2.61 Recognize blends, digraphs and diphthongs.	Select several words containing blends, digraphs or diphthongs studied. Write sentences in which the students select the appropriate word to complete the sentence. Example: I saw the (steel, steal) building.	Given a list of words containing blends, digraphs, or diphthongs the student can identify and use them correctly in sentences with 80% accuracy.
2.62 Identify syllables in words.	Write sentences on the board containing words with one medial consonant. Students will read the sentence, underline medial consonant words, and divide into syllables. Students will read two-syllable words with medial digraphs. Students will divide the words into syllables, counting consonant digraph as one consonant letter.	Given a list of words, the student will divide them into syllables with 80% accuracy.

READING

Level 2 Section 2

Objectives	Activities	Evaluation
2.63 Recognize other digraphs and diphthongs in unfamiliar words.	Students form the generalization that two vowels that represent sounds that blend together are diphthongs. Students will underline and study diphthongs in a list of words provided by the teacher. Examples: coin loud toy snow Provide a list of words containing both digraphs and diphthongs. Students will identify them. Provide word cards containing digraphs and diphthongs. Students will separate the words into two groups.	Given a list of words containing digraphs and diphthongs, the student will be able to read them with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

READING

Level 2 Section 2

Objectives	Activities	Evaluation
2.64 Compare word parts in final positions.	Present words ending in ous on the board. Students will underline the ending. Students will look at the part that is left to see if it is a root word, then ous is a suffix. If it is not a root word, then what is ous? (part of root word or a suffix.) Present other words on the board. Students will select the words in which ous is a suffix. Teacher will explain how various endings change the meaning of a word. Students will select correct words in multiple choice sentences provided by the teacher. Example: There are many (humor, humorous) stories in this book.	Given words with similar endings the students will separate them into two columns; a - words in which the final endings are part of the root word. (cushion) b - words in which the final endings form a suffix. (deduction) 80% accuracy is required.

ENGLISH AS A SECOND LANGUAGE

READING

Level 2 Section 2

Objectives	Activities	Evaluation
2.65 Supply the omitted word by using the context of the sentence.	The teacher will present exercises on the board and a worksheet. (Sentences can define, infer, contrast, or set a mood which will give clues to the missing term.) Example: Pablo is painting. He is painting a ______. Please, take the____and sweep the the floor. (Sentences will be written according to the student's knowledge of the English language.)	Given a set of sentences with omitted words, the student will supply the word by usin context clues with 80% accuracy.
2.66 Use context and comparison in identifying unfamiliar words.	Students will read paragraphs, articles from the paper, etc. to find new words that can be figured out by using context clues. Write a list of words on the board that show comparison. Students will use them in sentences. Write sentences on the board and underline unfamiliar words. Students will read each sentence using context clues to identify the underlined words.	Given a set of sentences with underlined unfamiliar words the student will identify their meaning with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

READING

Level 2 Section 2

Objectives	Activities	Evaluation
2.67 Increase sight vocabulary by using different devices.	Games. Songs. Poetry. Provide words from the Dolch list for the student to identify. Students use the words in sentences. Students write the sentences on the board.	Given a list of words, the student will read them with 80% accuracy.
2.68 Use a dictionary to find appropriate word meanings.	Teacher writes on the board sentences, each containing an underlined word. Students will locate underlined words in the dictionary and check meaning for proper use in the sentence. The student will follow the following procedure in using the dictionary. - Find the word in the dictionary. - Select the meaning suited to the context. - List the words in a card file or notebook. - Use them in conversation and in writing.	Given underlined words in sentence, the student will find the meaning in a dictionary suited to the context, with 80% accuracy.

Objectives	Activities	Evaluation
2.69 Use context to determine meaning of a word with multiple meanings.	Students read groups of sentences containing a word with multiple meaning. Students discuss the particular meaning used in each sentence. Students figure the meaning of new words by relating the new words to the meaning of other known words. Students will read a selection containing underlined unfamiliar words. Students will write what they think the meaning of the underlined words might be.	Given sentences with underlined unfamiliar words the student will decide which meaning of the word is used in the sentence, with 80% accuracy.
2.70 Use the structures of English sentences to assist in the recognition of words.	Arrange words in the proper order to make sentences. Students will try to put sentences in order. Some will contain verbs not in agreement with the subject, improper comparison of adjectives, etc. Students will write sentences on the board if they find all the parts in order. Students will make necessary corrections to sentences containing incorrect usage of words.	Given sentences containing incorrect usage of words, the student will rewrite each sentence making the necessary corrections with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

READING

Level 2 Section 2

Objectives	Activities	Evaluation
2.71 Distinguish homonyms in sentences as clue to understanding language. (Words having the same pronunciation but different spelling and meaning).	Oral practice of homonyms using pictures and flash cards with pairs of homonyms. Read sentences containing homonyms. Example of homonyms: bee - be steel - steal weak - week two - to - too ate - eight sea - see whole - hole hear - here blue - blew Examples of sentences to be read. Two of the boys went to the desk. The wind blew the blue umbrella Students will underline the words that sound alike. Write sentences containing a space in blank. Students will complete the sentence with the correct word. Example: Give me ____ apples. (to, two, too) I___him everyday. (sea, see) Students will read the sentences aloud.	Given sentences containing a pai of homonyms in parentheses the student will choose the correct one as required in four out of every five sentences.

ENGLISH AS A SECOND LANGUAGE

READING

Level 2 Section 2

Objectives	Activities	Evaluation
2.72 Recognize contractions and their component parts.	Students will compare full forms of familiar contractions. Example: he is - he's I am - I'm What is - What's Provide worksheets of contractions. Ask pupils to write the complete word. Example: isn't - is not Students will read the contraction plus the two words and write them on the board. For further practice prepare a set of cards with words and contractions The student will match and read them. Examples: he is they're I will she's they are he's she is I'll	Given a contraction of known words, the student will tell the complete words with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

READING

Level 2 Section 2

Objectives	Activities	Evaluation
2.73 Use punctuation marks as aids for intonation and inflection.	Provide examples from dialogues, stories and poems to illustrate each punctuation mark. Have students give reasons for marks being used. Students will read the examples orally to show understanding of the marks. Present a selection requiring various punctuation marks, without any punctuation at all. Students will read the selection and discuss the possible meanings the selection can present without the proper punctuation. Students will punctuate the selection on the board. They will read the selection again and compare the intonation and meaning of the selection.	Given a selection, the student will punctuate and read it, using proper intonation and inflection of words with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

READING

Level 2 Section 2

Objectives	Activities	Evaluation
2.74 Read words, phrases, questions and statements presented orally with proper intonation and pronunciation.	Students will practice reading the exercises presented orally. Teacher will keep a file of words in categories for group and individual practice. Teacher will always have in mind that oral mastery of sounds and certain words will avoid many difficulties to students learning English as a second language.	Given words, phrases and statements presented orally, the student will read them aloud with proper intonation and pronunciation with 80% accuracy.
2.75 Mark falling or rising intonation on questions and statements.	Students will read statements mastered orally. Students will mark the intonation of each statement. Examples: How are you, Miss Green? Come to see me.	Given a set of statements the student will mark the falling and rising intonation as practiced.

ENGLISH AS A SECOND LANGUAGE
READING

Level 2 Section 2

Objectives	Activities	Evaluation
2.76 Predict outcomes when reading a story.	Students read the first part of a story. They will tell their predictions of how the story will probably end. Students will finish reading the story to learn the real ending.	Given a story without an ending, the student will predict how the story will probably end with 80% accuracy.
2.77 Make inferences from given facts.	Students will complete sentences with words which will make sense. Examples: Children can play with_____. If it is cold, I will need to_____. Present cards containing riddles and a set of smaller cards containing possible answers.	Given incomplete sentences about an activity, students can complete a sentence from three alternatives with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
READING
Level 2 Section 2

Objectives	Activities	Evaluation
2.78 Locate specific information in a story.	Students will answer questions about a story using specific sentences to answer the question. Students read a paragraph and complete multiple choice questions and statements.	Given a story the student will find answers for specific questions with 80% accuracy.
2.79 Recognize emotional attitudes of story characters.	Students will identify happy, angry, mad, sad, afraid and surprised faces of people. Write sentences that reflect story characters' feeling. Students will read them. Prepare a worksheet with sentences. Students will read them and indicate the expression on the face. Example: How would you feel if: 1. you have pain. ☹ you get a new bed. ☺	Given a sentence reflecting an emotional attitude, the student will identify it from three alternatives with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

READING

Level 2 Section 2

Objectives	Activities	Evaluation
2.80 Recognize the main idea of a story by locating the topic sentence.	By reading many short paragraphs the student will understand that the topic sentence unlocks the meaning of the paragraph. They will also notice how the topic sentence unlocks the supporting details. Students will find the main idea anywhere in the paragraph. Students will write the main idea. Students will give a title for the paragraph. Students will tell in which place the main idea is located (first sentence, second sentence, middle of the paragraph, last sentence, etc). The students will understand the purpose of the various details in the paragraph, and think of a title to summarize the details. See appendix. (Paragraph Organization.)	Given a paragraph the student will a-write the sentence containing the main idea. b-give a title to the paragraph. c-tell in which place the main idea is located.

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ENGLISH AS A SECOND LANGUAGE

READING

Level 2 Section 2

Objectives	Activities	Evaluation
2.81 Read controlled compositions of seven or more sentences presented orally.	Students read controlled compositions developed orally. Students will read aloud the compositions supplying the words that have been left out.	Given a composition mastered orally the student will: a- read it with proper intonation and pronunciation. b- supply appropriate missing words to complete the composition.
2.82 Read dialogues and selected paragraphs with comprehension.	Students will read selected dialogues and paragraphs practiced orally. Teacher will ask for particular details and students will locate them	Given a dialogue or a selected paragraph the student will read it and give the information requested with 80% accuracy.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 2

Reading

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Use the soft sound of c and g.					
2. Recognize blends, digraphs and diphthongs.					
3. Identify syllables in words.					
4. Compare word parts in final positions.					
5. Use context to identify unfamiliar words.					
6. Use a dictionary to find appropriate word meanings.					
7. Use the structure of English sentences to assist in the recognition of words.					
8. Distinguish homonyms in sentences as clues to understanding.					
9. Recognize contractions and their component parts.					
10. Use punctuation marks as aids for intonation and inflection.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 2

Reading

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
11. Read words, phrases, questions and statements with proper intonation and pronunciation.					
12. Mark falling or rising intonation on questions and statements.					
13. Predict outcomes in a reading selection.					
14. Make inferences from given facts.					
15. Locate specific information in a story.					
16. Recognize emotional attitudes of characters in a selection or story.					
17. Recognize the main idea of a story by locating the topic sentence.					
18. Read controlled compositions of seven or more sentences.					
19. Read dialogues and selected paragraphs.					

ENGLISH AS A SECOND LANGUAGE
Reading

Level 3 Section 1

Objectives	Activities	Evaluation
2.83 Identify the root of words having inflexional endings.	Students apply generalizations in exercises practiced on the board by adding suffixes to words. Present groups of words without a suffix. Examples: Words ending in y as in enjoy. Words ending c as in picnic. Words ending in e as in arrive. Present a group of words containing suffixes. Students will write the root word and the suffix apart. Example: enjoyment- enjoy + ment arrival - arrive + al imagining- imagine + ing For more practice students will provide suffixes to change nouns to adjectives; adjectives to adverbs and verbs to nouns.	Given a list of words with inflexional endings, the student will write the root word and the inflexional ending apart with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Reading
Level 3 Section 1

Objectives	Activities	Evaluation
2.84 Recognize contractions found in reading selections and written works.	Students will review the formation of contractions with exercises on the board. Students complete a work sheet prepared by the teacher. Example: Read each contraction and write the two words used to form it. you've ______ ______ I'll ______ ______ Give a list of word pairs for the students to read and rewrite them using contractions. Example: We will _____ _______ She would ____ _______ Give a list of sentences for the student to read and rewrite them using contractions. Example: She is not here. ___________. They will not come. __________.	Given a list of contractions, the student will write the words they represent, with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Reading

Level 3 Section 1

Objectives	Activities	Evaluation
2.85 Supply correct possessive endings to phrases containing variant possessive forms.	Exercises on the board. Example: the house of Maria and Joe Martin Maria and Joe Martin's house Students do exercises in their notebooks.	Given phrases containing possessive forms, the student will supply the possessive endings with 80% accuracy.
Recognize exceptions to common phonic generalizations.	Students read words containing vowel digraphs. Example: ai, ie, ea, ue The general rule for the pronunciation of vowel digraphs will be reviewed by the students.	Given three words with the same combination of letters, the students will identify exceptions to the common phonetic generalizations of digraph with 80% accuracy.

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Reading

Level 3 Section 1

Objectives	Activities	Evaluation
2.87 Understand and read words with the same spelling but different stress according to meaning and place in a sentence.	Students read a list of words from the board. Examples: content present record desert Students read the same words written in sentences marking the accent accordingly. Examples: It is time to present the certificates. (pre-sént) She received a present. (pré-sent) Individual work in their notebooks.	Given a pair of sentences containing a similar word, the student will mark the on the word according to the meaning and place of the word in the particular sentence with 80% accuracy.
2.88 Identify affixes for root words according to meaning in context.	Students complete exercises presented on the board. Example: friend- She has been invited because she is a friendly girl. Her temper makes her unfriendly. She is the friendliest girl of all. Students will discuss the exercises orally. Students will do similar exercises in a worksheet previously prepared by the teacher.	Given incomplete sentences (with a word in parentheses) the student will add an appropriate affix with 80% accuracy.

Reading
Level 3 Section 1

Objectives	Activities	Evaluation
2.89 Recognize the meaning of compound words.	Students read a list of compound words from the board. Students give a definition for each compound word. Example: landlord- owner of an apartment building. Students match compound words with corresponding definitions. Students read hyphenated words. Examples: thirty-two, all-around Students read compound words composed of two words. Examples: cottage cheese, alma mater, all right. Students will separate a list of compound words into three columns; compound words, hyphenated words and two separated words.	Given a list of compound words and definitions, the student will match the compound word and the corresponding definition with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Reading

Level 3 Section 1

Objectives	Activities	Evaluation
2.90 Recognize words having multiple meanings.	Students read words having multiple meanings. Example of words: band arm sole wind note will Students will use words in sentences in which the words appear in varied contexts with different meanings. Students will write the sentences on the board. Students will write the sentences in their notebooks.	Given a word with multiple meanings the student will write sentences in which the word appears in varied contexts with different meanings with 80% accuracy.
2.91 Recognize and understand that the meaning of a word can be changed by adding a prefix or a suffix.	Students will separate the root word from each one of a list of words provided by the teacher. Examples: directly - direct-ly Teacher will include words that students will find in their reading materials. Students will write sentences on the board with each possible word. Example of words: complete completely incomplete incompletely	Given a word with a prefix or a suffix, the student will: a) separate the root word b) write a sentence with the root word c) write a sentence with the word containing the prefix or suffix. 80% accuracy is required.

ENGLISH AS A SECOND LANGUAGE

Reading

Level 3 Section 1

Objectives	Activities	Evaluation
2.92 Identify syllables in a word.	Students will identify syllables by: a) counting the vowel sounds in a word. Example: glow, co-ma b) dividing between medial double consonants. Example: rub-ber, mar-ket. c) dividing words with a single medial consonant. If the first vowel is long, divide the word before the consonant. If the first vowel is short, divide the word after the consonant. Examples: (long) la-ter, di-ver (short) dev-il, com-et d) Separating affixes in words. Example: en-rich-ment	Given a list of words, the student will divide them into syllables with 80% accuracy.

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Reading

Level 3 Section 1

Objectives	Activities	Evaluation
2.93 Identify the meaning of abbreviations.	Exercises on the board in which students write abbreviations for several words. Individual practice on work sheets prepared by the teacher. Students practice writing words for abbreviations. Example: Dr. - doctor	Given a list of abbreviations, the student will show understanding by writing the complete word with 80% accuracy.
2.94 Locate information in different sources of information.	Locate different information in the dictionary. Locate information in different books Locate books and information in the library.	Given a situation requiring certain information, the student will decide where to look for the specific information with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Reading

Level 3 Section 1

Objectives	Activities	Evaluation
2.95 Outline a given selection indicating both the main topic and the sub-topics.	The student will review: a) the main idea b) sentence containing the main idea c) sentences containing supportive details Students will outline selections on the board. Students will outline a selection individually.	Given a selection the student will outline it, indicating the main topic and sub-topics, with 80% accuracy.
2.96 Recognize humor, emotions, characterization, etc., in stories.	The teacher presents appropriate stories to motivate oral discussion. Students complete appropriate exercises on the board and on individual work sheets prepared by the teacher.	Given a short story and appropriate exercises, the student will show understanding of humor, emotions and characterization presented in the story with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Reading

Level 3 Section 1

Objectives	Activities	Evaluation
2.97 Read words and language structures presented orally.	As part of the daily class, the students will read vocabulary and structures practiced the day before. Vocabulary and structures that present difficulties should be read regularly. All difficult words and structures should be written on cards to be used by the students when necessary.	Given a set of words and language structures, the student will read them with 80% accuracy.
2.98 Read controlled reading selections with comprehension.	Students will read previously studied compositions.. Students will read controlled reading selections in books and answer questions about general and specific details.	Given a controlled reading selection, the student will read it with comprehension with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Reading

Level 3 Section 1

Objectives	Activities	Evaluation
2.99 Follow written directions.	The students will follow written directions presented on cards. The students will follow written directions presented in a worksheet prepared by the teacher. The students will follow written directions presented in tests.	Given written directions, the student will follow them, with 100% accuracy.
2.100 Read and summarize a selected paragraph per week on a topic of his/her choice.	The teacher will guide the student to select a topic of his/her choice to be reported. Students will prepare a box to put folders containing articles in different areas. Students will read about famous personalities they wish to know about. Students will read about heroes or other famous people presented by the teacher.	Given an article of his/her choice, the student will read and summarize it with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Reading

Level 3 Section 1

Objectives	Activities	Evaluation
2.101 Locate the main idea in the: a) first sentence b) second sentence c) middle of the paragraph d) last sentence e) both first and last sentence f) nowhere in the paragraph	Students will read paragraphs for the purpose of locating the main idea. Students will find the common purpose of each sentence. Students will think of a title to summarize the paragraph. Find the main idea. (The idea should be the same as the one expressed in the title.)	Given a selection, the student will locate the main idea with 80% accuracy.
2.102 Identify supporting details in a paragraph.	The students use guided questions to identify details of a composition presented by the teacher. Students will copy the sentences in which they find particular details. Students will underline the part of the sentence containing the details.	Given a story, the student will identify supporting details with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Reading

Level 3 Section 1

Objectives	Activities	Evaluation
2.103 Read a story and summarize it orally.	Students will read stories from experience, from newspapers or books and summarize them orally. Students will be guided by various questions, topics or outlines prepared by them. Students will read about different areas in the school curriculum.	Given a story the student will read and summarize it orally with 80% accuracy.
2.104 Read orally with comprehension.	Students read anouncements to classmates and explain them. Students will read and explain directions written on the board. Reinforce the activity by presenting papers with directions. Students will read and explain them. Students will read and explain directions presented on tests.	Given written anouncements or directions, the student will read and explain them with 80% accuracy.

Level 3 Section 1

Objectives	Activities	Evaluation
2.105 Skim over a particular reading selection with comprehension.	Student will skim over a selection to find certain information as requested by the teacher.	Given a selection, the student will skim over it to find particular information as requested.
2.106 Read poems and songs with proper intonation, pronunciation and understanding.	Student will discuss unfamiliar vocabulary. Student will skim the poem or song for figurative language and general meaning. Students discuss the poem or song, (mood, tone). Students read in chorus the poem or song. Individual students read the selection aloud.	Given a poem or song the student will read it with proper intonation and understanding as indicated by properly answering appropriate exercises.

ENGLISH AS A SECOND LANGUAGE
Reading

Level 3 Section 1

Objectives	Activities	Evaluation
2.107 Read silently with comprehension.	Student will read stories, news, articles from books, etc., and complete written exercises as indicated.	Given a selection, the student will read it and complete exercises as indicated with 80% accuracy.
2.108 Read critically.	Students will read a selection. Students will answer true and false exercises and explain "why." Student will complete sentences by choosing from three given endings, and will give a reason for his/her selection. Example: After the big accident the man was: taken to the hospital. continued working. walked to the hospital. Further, students will provide their endings.	Given a selection and questions Introduced by "why", the student will justify his/her answer with 80% accuracy.

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EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 3 Section 1

Reading

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered 5	Mostly Mastered 4	Moderately Mastered 3	Slightly Mastered 2	Not Mastered 1
1. Identify root words.					
2. Recognize contractions.					
3. Write possessive endings to phrases.					
4. Recognize exceptions to common phonetic generalizations.					
5. Mark the stress on words according to the meaning and place of the word in the sentence.					
6. Identify affixes for root words according to meaning.					
7. Recognize the meaning of compound words.					
8. Recognize words having multiple meanings.					
9. Identify syllables in words.					
10. Identify abbreviations.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 3 Section 1

Reading

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
11. Locate information in different sources.					
12. Outline a selection including main topics and subtopics.					
13. Read material presented orally.					
14. Follow written directions.					
15. Read a paragraph and summarize it.					
16. Locate the main idea in any position in a paragraph.					
17. Read a story and summarize it orally.					
18. Read aloud with proper intonation and pronunciation.					
19. Read and understand poems.					
20. Read a selection silently with comprehension.					

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 3 Section 1

Reading

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
21. Read critically .					
22. Recognize humor, emotion, characterization, etc., in stories.					

WRITING

After being exposed to the basics of good writing, the student will write according to standard American English.

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Writing - Kindergarten

Level 1 Section 1

Objectives	Activities	Evaluation
The student will: 3.1 Copy letters of the alphabet.	Copy letters previously studied from the blackboard. Copy letters previously studied from charts.	Given five letters the student will copy them correctly.
3.2 Copy words already mastered in the oral practice.	Copy words previously studied from charts, blackboard and around the classroom.	Given five simple words the student will copy them correctly.

ENGLISH AS A SECOND LANGUAGE

Writing

Level 1 Section 1

Objectives	Activities	Evaluation
3.3. Complete simple exercises as directed by the teacher.	Copy simple exercises as directed by teacher. a - Copy numbers. b - Write the name in a complete sentence. c - Draw pictures of objects as indicated. d - Draw a line from each word to the picture that illustrates it. e - Circle the picture I mention in each row.	Given a simple exercise the student will complete it by copying the right word from the board with 75% accuracy.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section Kindergarten

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
Copy letters of the alphabet.					
Copy simple words.					
Complete simple exercises.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

ENGLISH AS A SECOND LANGUAGE
Writing

Level 1 Section 1

<table>
<tr><th>Objectives</th><th>Activities</th><th>Evaluation</th></tr>
<tr><td>3.4 Copy the date on all written work.</td><td>Student will copy the date from the board on all written work presented.</td><td>Given appropriate instructions, the student will copy the date as indicated with 100% accuracy.</td></tr>
<tr><td>3.5 Copy all the letters of the alphabet.</td><td>Present four sets of letters (one at a time)
<table>
<tr><td>1-</td><td>A</td><td>B</td><td>C</td><td>D</td><td></td><td></td><td></td><td></td></tr>
<tr><td>2-</td><td>E</td><td>F</td><td>G</td><td>H</td><td>I</td><td>J</td><td>K</td><td>L</td></tr>
<tr><td>3-</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td><td></td><td></td></tr>
<tr><td>4-</td><td>S</td><td>T</td><td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td></tr>
</table>
As the students repeat the name of each letter, they place them in alphabetical order on the blackboard ledge or flannel board.

Students copy the letters from the flannel board or blackboard ledge.</td><td>Given appropriate instructions the student will write the letters of the alphabet as indicated with 80% accuracy.</td></tr>
</table>

Level 1 Section 1

Objectives	Activities	Evaluation
3.6 Copy words and phrases from different sources.	Copy exercises as directed by teacher. Complete exercises as directed by teacher. Copy words and phrases from labels in the classroom.	Given sets of 5 words and phrases,the student will copy them correctly.
3.7 Copy questions and sentences,properly capitalized and punctuated.	Copy questions practiced orally. Copy statements practiced orally.	Given a set of 6 questions and statements.the student will copy them correctly.

ENGLISH AS A SECOND LANGUAGE

Writing

Level 1 Section 1

Objectives	Activities	Evaluation
3.8 Copy a paragraph of 3 or 4 related sentences properly capitalized and punctuated.	Copy a paragraph of a controlled composition lesson properly capitalized and punctuated. Copy a language experience chart properly capitalized and punctuated.	Given a paragraph, the student will copy it, properly capitalized and punctuated, so that he may be made aware of capitals and punctuation.
3.9 Make a picture dictionary of words mastered orally.	Student will do the picture dictionary as he/she learns the vocabulary. As a homework assignment the student will cut pictures from newspapers, catalogues or old magazines and save them in a box to be used when needed.	Given a set of pictures and a paper with letters the student will paste each picture in the proper place with 95% accuracy. Teacher will evaluate the picture dictionary done by the student.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section 1

Writing

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Copy the date on every piece of written work.					
2. Copy all the letters of the alphabet.					
3. Copy words and phrases.					
4. Copy questions and sentences, properly capitalized and punctuated.					
5. Copy a paragraph of 3 or 4 related sentences, properly capitalized and punctuated.					
6. Make a picture dictionary.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

[illegible]

Writing

Level 1 Section 2

Objectives	Activities	Evaluation
3.10 Write the letters of the alphabet in sequential order.	Student will write the letters of the alphabet in sequential order. Student will write groups of 5 or more letters in sequential order. Student will decide which letter comes before or after a particular letter.	Given a set of 10 letters, the student will write them in alphabetical order with a 90% accuracy.
3.11 Write from dictation letters representing familiar sounds.	Teacher pronounces a word and the initial sound of the same word. Student writes the letter representing the sound. Teacher includes suffixes, prefixes, etc.	Given an oral sound and a word containing it, the student will write the letter representing the particular sound with 85% accuracy.

ENGLISH AS A SECOND LANGUAGE

Writing

Level 1 Section 2

Objectives	Activities	Evaluation
3.12 Write correctly the days of the week, months and seasons of the year.	Games. Exercises. Poems Songs	Given appropriate clues, the student will write the days of the week, months and seasons of the year as requested with 85% accuracy.
3.13 Complete exercises related to oral and reading lessons.	Fill blanks using words written on the board. Form plurals. Write compound words. Choose the correct (verb, noun etc.). Organize words into sentences.	Given appropriate instructions, the student will do a particular exercise as indicated with 80% accuracy.

Level 1 Section 2

Objectives	Activities	Evaluation
3.14 Write familiar words from dictation.	Dictation of words mastered orally. Games. Competitions. The students will be divided into two groups. Teacher will dictate words for the students to write on individual papers. The group having fewer words written incorrectly will be the winner.	Given a dictation of 5 familiar words the student will write them with 80% accuracy.
3.15 Write the words for numbers 1-10.	Student will practice writing the fewer words for numbers 1-10. Writing games. Competitions on the board. The teacher will divide the students into two teams. Instead of writing on individual papers, they will write on the board under the corresponding column for their particular team.	Given the Arabic numerals 1-10 the student will write the words for each one of them with 80% accuracy.

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ENGLISH AS A SECOND LANGUAGE

Writing

Level 1 Section 2

Objectives	Activities	Evaluation
3.16 Copy controlled compositions, dialogues or language experience charts properly capitalized and punctuated.	Copy language experience charts of four or five sentences. Copy controlled compositions of four or five sentences. Copy short dialogues.	Given a composition, a language experience chart or a dialogue the student will copy it with 100% accuracy.
3.17 Write two or three sentences properly capitalized and punctuated about a person, object or picture.	Student will form the habit of writing two or three sentences about a picture, object or person. Initial efforts will be done on the board, first by all students, then by groups of students. Student will select a picture object or person to write about.	Given appropriate clues the student will write two or three sentences properly capitalized and punctuated with 80% accuracy.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section 2

Writing

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Write the letters of the alphabet in sequential order.					
2. Write from dictation letters representing familiar sounds.					
3. Write the days of the week.					
4. Write the months and the seasons of the year.					
5. Complete exercises related to oral and reading lessons.					
6. Write familiar words from dictation.					
7. Write the words for the numbers 1-10.					
8. Copy controlled compositions, dialogues or language experience charts, properly capitalized and punctuated.					
9. Write two or three sentences about a subject, properly capitalized and punctuated.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

Level 1 Section 3

Objectives	Activities	Evaluation
3.18 Write exercises previously presented in oral or written lessons.	Answer questions. Fill in blanks with the correct verb. Change singular sentences to plural. Fill in blanks with a correct pronoun. Fill in blanks. Supply initial consonants.	Given a particular exercise the student will do it with 80% accuracy.
3.19 Organize words in alphabetical order by the first letter.	Group activity Students will write groups of words starting with the same letter on cards. Students will line them up in alphabetical order on the board ledge. Individual activity Student will write a list of words in alphabetical order.	Given a list of words the student will write them in alphabetical order with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Writing

Level 1 Section 3

Objectives	Activities	Evaluation
3.20 Separate and count individual syllables of words.	Students take turns writing familiar words on the board. Students take turns reading the words written on the board. Students will count the syllables of each word written on the board as they read and divide them. Individual practice on paper.	Given a list of words and appropriate instructions, the student will identify the syllables in each word with 80% accuracy.
3.21 Form the plural of nouns by adding s, es or using irregular plurals.	Students will write common singular nouns on the board. Students take turns writing plurals for each word on the board. Individual practice on paper.	Given a list of singular nouns the student will form the plural for each one with s, or es as required, with 80% accuracy.

Objectives	Activities	Evaluation
3.22 Make graphic changes regarding contractions of familiar structures.	Group practice on the board. Small groups practice on the board. Individual practice on the board. Individual practice on paper ,	Given appropriate clues the student will make graphic changes regarding contractions as indicated, with 80% accuracy.
3.23 Write a familiar simple substitution with only one variable.	Group practice on the board. Example: Statement / Variable / Response I'm a boy. (girl) I'm a girl. I'm happy. (sad) I'm sad. It's small. (big) It's big. Individual practice on paper.	Given appropriate clues the student will write a familiar simple substitution with 80% accuracy.

Writing

Level 1 Section 3

Objectives	Activities	Evaluation
3.24 Spell words with a consistent sound-symbol correspondence.	Student will write on the board words from familiar materials which have a consistent sound-symbol correspondence; first as a member of the group, then as an individual. Examples: at all book ill hat ball look bill bat call took fill cat tall cook pill Students will use words in statements.	Given picture clues the student will complete sets of words having a consistent sound-symbol correspondence, with 80% accuracy.
3.25 Write four or five sentences about his/her own family, properly capitalized and punctuated.	Student will write sentences about his/her own family. The teacher will direct the student to follow the following order: a - parents b - father c - mother d - brother and sister e - brother f - sister.	Given appropriate instructions the student will write four or five sentences about his/her family, with 80% accuracy.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 1 Section 3

Writing

Student's performance showsability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Complete exercises presented orally.					
2. Organize words in alphabetical order by the first letter.					
3. Separate and count individual syllables of a word.					
4. Form the plural of nouns by adding s, es, or using irregular plurals.					
5. Make graphic changes regarding contractions of familiar structures.					
6. Write a simple substitution with only one variable.					
7. Spell words with a consistent sound-symbol correspondence.					
8. Write four or five sentences about his/her own family, properly capitalized and punctuated.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

Objectives	Activities	Evaluation
3.26 Complete exercises as required to reinforce oral and reading lessons.	Written exercises as indicated by the teacher: - on the board. - group exercise. - individual exercise.	Given appropriate clues, the student will complete the exercise as indicated with 80% accuracy.
3.27 Mark the intonational patterns of simple statements.	Illustrate on the board the various intonation patterns; interrogative, emphatic, etc. that have been introduced in the oral practice. Emphasize stressed and unstressed words in the natural stream of speech. Help the student by demonstrating the rising or falling intonation with appropriate upward or downward hand movement. Individual practice in their seats.	Given five sentences, the student will mark the rising or falling intonation as the teacher reads the statements with 100% accuracy.

ENGLISH AS A SECOND LANGUAGE
Writing
Level 2 Section 1

Objectives	Activities	Evaluation
3.28 Write words with different vowels sounds but with the same spelling.	Practice reading words written on the board. Practice writing sentences on the board using the words previously presented. Example: apple [æ] sofa [ə] ate [e] walk [ɔ] I ate an apple. She sat on the sofa. Walk to the sofa. Etc. Students will write a list of words with a particular vowel or consonant. Dictation of words.	Given a dictation of words containing different vowel sounds but the same spelling, the students will write the words, with 80% accuracy.
3.29 Write words with the same vowel sound but different spelling.	Practice reading words written on the board. Practice writing sentences on the board using the words previously presented. Example: Sound [i] key sea see people Students write words on the board. Students write words from dictation.	Given a dictation of words containing the same vowel sound but different spelling, the student will write the words, with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Writing

Level 2 Section 1

Objectives	Activities	Evaluation
3.30 Make the necessary changes when rewriting singular sentences with nouns in the plural. Example: She is a girl. They are girls.	Practice on the board. Practice on individual papers. Games.	Given a set of sentences with nouns in the singular, the student will change the underlined noun to the plural and will make other changes as required on four out of five sentences.
3.31 Place the verb phrase correctly in simple sentences.	Practice on the board. Individual practice in their seats, using pieces of oak tag containing a scrambled sentence for the student to form a sentence. Practice on individual papers.	Given a scrambled sentence containing a verb phrase, the student will write a sentence, with 80% accuracy.

Level 2 Section 1

Objectives	Activities	Evaluation
3.32 Follow a sequential word order in writing sentences.	Students will put word cards in meaningful sentences. Students will arrange scrambled words written on the board into meaningful sentences. Example: wrote boy the name his. The boy wrote his name. Reinforce activity by having students write sentences from groups of words written on a work sheet.	Given a group of scrambled words, the student will write a meaningful sentence, with 80% accuracy.
3.33 Use capital letters on the name of a particular person, place, or thing.	List common and proper nouns on the board. Emphasize that names of particular persons, places or things are always capitalized. Have the students write common and proper names on the board. Reinforce the activity by having students capitalize the words which are names of particular persons, places or things listed on a work sheet.	Given a set of sentences, the student will write capital letters as required with 80% accuracy.

Writing

Level 2 Section 1

Objectives	Activities	Evaluation
3.34 Write negative and positive commands.	Students will write commands on a piece of paper. Each student will switch papers with another student. Student will take turns reading the command and performing the action. If he/she can't understand, he/she should write the command on the board to get some help.	Given appropriate clues, the student will write negative and positive commands as indicated with 80% accuracy.
3.35 Place exclamation marks, question marks, commas and final periods appropriately.	Write simple sentences on the board. Have students explain what each sentence states or tells. Emphasize punctuation. Reinforce the activity by having students write different kinds of sentences. Write sentences on the board Example: What is that? What is that! Emphasize that the intonation can change the meaning of a statement.	Given a set of sentences and appropriate clues the student will punctuate them correctly with 80% accuracy.

Level 2 Section 1

Objectives	Activities	Evaluation
3.36 Abbreviate correctly the months of the year.	Provide repeated practice on writing the months of the year and their abbreviations. Matching exercises. Board practice. Individual practice.	Given the months of the year the student will write the abbreviation with 80% accuracy.
3.37 Write questions properly capitalized and punctuated.	Game: The student will write a question on a piece of paper. All the pieces of paper will be placed in a box. Students will take turns taking a piece of paper from the box and copying the question on the board. Group will make corrections as required.	Given appropriate clues the student will write questions as indicated with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Writing

Level 2 Section 1

Objectives	Activities	Evaluation
3.38 Place the modifiers of a word in a sentence in correct order.	Practice exercises with: numerical modifiers before a noun. Example: four cats. Comparative modifiers after numerical modifiers, if two modifiers are necessary. Example: four big cats. descriptive modifiers before the noun. Example: a red house	Given a scrambled sentence and appropriate instructions, the student will write a sentence using all the parts in the proper place, with 80% accuracy.
3.37 Complete in writing simple substitutions.	Student will practice exercises on the board. Substitution will cover oral exercises already practiced. Student will practice exercises on individual papers.	Given a set of sentences and appropriate instructions, the student will write simple substitutions as indicated, with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Writing

Level 2 Section 1

Objectives	Activities	Evaluation
3.40 Write a composition of four or five related sentences about a picture, person or object, properly capitalized and punctuated.	Group activity on the board by using a picture, object or person. Individual activity by using different persons objects or pictures. Individual activity by using a single person, object or picture.	Given a picture of a person or object, the student will write a composition of four or five related sentences properly capitalized and punctuated with 80% accuracy.
3.41 Write words and phrases from dictation.	Students will write from dictation familiar words and phrases. Games - Example: -Class is divided in two groups. -Teacher dictates a word or phrase. -One person from each group writes the word or phrase on the board. -The group having more words written correctly is the winner.	Students will write words and phrases dictated by the teacher with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Writing

Level 2 Section 1

Objectives	Activities	Evaluation
3.42 Mark the syllables of a word as the teacher pronounces it.	Practice on the board. Individual practice in their seats.	Given a set of words on a sheet of paper the student will indicate as instructed the syllables of each word, with 80% accuracy.
3.43 Place modals in the correct place in sentences.	Practice on the board. Practice using the pocket chart and words written on pieces of oak tag to form sentences.	Given a set of words the student will put all of them in the correct place in a sentence, with 80% accuracy.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 1

Writing

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Mark the intonational pattern of simple statements.					
2. Write words with different vowel sounds but with the same spelling.					
3. Write words with the same vowel sounds but different spelling.					
4. Rewrite sentences making the necessary changes.					
5. Write the verb in the proper place in statements.					
6. Follow a sequential word order in writing simple sentences.					
7. Use a capital letter in writing a proper name of a person, place or thing.					
8. Write positive and negative commands.					
9. Use punctuation marks.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 1
Writing

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
10. Abbreviate the months of the year.					
11. Place modifiers of a word in a sentence in correct order.					
12. Write a composition of four or five related sentences.					
13. Write words and phrases from dictation.					
14. Mark the syllables of a word.					
15. Place modals in the correct place in a sentence.					

ENGLISH AS A SECOND LANGUAGE

WRITING

Level 2 Section 2

Objectives	Activities	Evaluation
3.44 Write questions and answers about a particular object, thing or place.	Present a picture to the students. Have the students express their ideas in relation to the picture. Have students ask and answer questions about the picture. Questions and answers will be written on the board. Reinforce the activity by presenting another picture for the students to ask and answers questions individually.	Given a picture clue, the student will ask and answer questions about it as indicated with 80% accuracy.
3.45 Write a controlled composition of five or six sentences by means of guided questions.	Composition will be restricted to the vocabulary and tenses practiced orally. Present a picture and guide the students by means of questions to develop a composition. Write the question in a paragraph form and have the students develop a composition by answering all the questions. For further practice have the students substitute a vocabulary item.	Given a set of questions about a particular picture, the students will develop a composition as requested with 80% accuracy.

Objectives	Activities	Evaluation
3.46 Write from dictation familiar words phrases and sentences properly capitalized and punctuated.	Dictate familiar words phrases and sentences. Have the students correct some of the material that has been dictated. Give the students sheets of paper containing familiar sentences, with certain words or expressions left blank. Read the material, allowing the student enough time to write the missing words.	Given a dictation of familiar words, the student will write words, phrases and sentences with 80% accuracy.
3.47 Write a friendly letter.	Student will practice writing a friendly letter on the board. Teacher will emphasize the parts of a letter as well as punctuation and capitalization. Student will write a familiar letter with the help of the teacher.	Given appropriate clues, the students will write a familiar letter with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Writing

Level 2 Section 2

Objectives	Activities	Evaluation
3.48 Make the necessary substitutions when changing a present statement to the past, future, etc. Examples: She is reading. She was reading. She will be reading.	Practice on the board. Individual practice.	Given a sentence in the present tense, the student will change it to the past, future, etc., with 80% accuracy.
3.49 Place all the modifiers in a sentence in correct order.	Written exercises on the board. Written exercises on paper. Organize the parts of a sentence in the pocket chart.	Given a scrambled sentence, the student will put all the parts in order with 80% accuracy.

Writing

Level 2 Section 2

Objectives	Activities	Evaluation
3.50 Write different kinds of information questions.	Students will write information sentences when requested; on the board. on sheets of paper. on special forms. Games. Dialogues.	Given appropriate clues, the student will write information questions as requested with 80% accuracy.
3.51 Write a list of occupations and match them with their responsibilities.	Students list occupations on the board. Students list responsibilities on the board. Students match occupations and responsibilities, first on the board, then on individual papers. Students will write sentences.	Given a set of responsibilities and occupations the student will match them accordingly with 80% accuracy.

Writing

Level 2 Section 2

Objectives	Activities	Evaluation
3.52 Write the plural of common compound nouns.	List singular compound nouns on the board. Students will write the plural for each word listed. Use them in sentences. Competitions.on writing the plurals of words on the board. Individual work.	Given a set of compound nouns, the student will write the plural as indicated with 80% accuracy.
3.53 Write possessive forms of compound nouns.	List compound nouns on the board. Student will write the possessive form for each compound noun. Students will write sentences using possessive forms of compound nouns Individual practice.	Given a set of compound nouns, the student will form the possessives with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Writing

Level 2 Section 2

Objectives	Activities	Evaluation
3.54 Write reflexive pronouns in the correct place in language structures.	Students write sentences on the board containing reflexive pronouns. Students write from dictation reflexive pronouns. Students will write sentences on a sheet of paper, using reflexive pronouns.	Given appropriate clues, the student will use reflexive pronouns in sentences with 80% accuracy.
3.55 Place frequency words in the correct place in language structures.	Write sentences on the board. Have a list of frequency words to be inserted by the students in the proper place of the sentences. Students will do individual work on work sheets prepared by the teacher.	Given a set of sentences and a separate list of frequency words, the student will insert them in the proper place the sentences with 80% accuracy.

W riting

Level 2 Section 2

Objectives	Activities	Evaluation
3.56 Place adverbs in the correct place in language structures.	Practice on the board. Practice on worksheets previously prepared by the teacher.	Given appropriate clues, the student will put adverbs in the correct place in 80% of the cases.
3.57 Write the comparative degree of adverbs and use them in sentences.	As students use the comparative degree of adverbs, they write the sentences on the board. Reinforce the activity by having students write individual sentences on sheets of paper.	Given appropriate clues, the student will use the comparative degree of adverbs in sentences with 80% accuracy.

Writing

Level 2 Section 2

Objectives	Activities	Evaluation
3.58 Write comparative degree of adjectives.	With the help of the students, the teacher will write a list of adjectives. Students take turns in writing the comparative degree for each one. Students will use them in sentences. Individual work.	Given a set of adjectives, the student will write the comparative degree for each one with 80% accuracy.
3.59 Write the superlative degree of adjectives.	List adjectives on the board. Students will write the superlative degree for each one. Students will use them in sentences. Students will do individual work. Reinforce the activity by having flash cards with adjectives written on them. A student reads an adjective; a second student uses it in a sentence; a third student writes it on the board.	Given a set of adjectives, the student will write the superlative degree of adjectives as indicated with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Writing

Level 2 Section 2

Objectives	Activities	Evaluation
3.60 Write indefinite pronouns in the proper place in language structures.	**Students will write indefinite pronouns on the board.** Examples: nothing nobody no one anybody everybody something anyone everyone someone anything everything somebody **Students will use them in sentences.** Students will have worksheets for individual work.	Given a list of indefinite pronouns,the student will place them in the appropriate position in sentences with 80% accuracy.
3.61 Write vocabulary related to mathematics and other areas of instruction.	As a cumulative practice of the oral instruction, the students will list mathematics vocabulary or vocabulary from other areas of instruction. Example: Vocabulary related to temperature. Vocabulary related to mathematics process. Use them in context. Individual work.	Given appropriate clues the student will write mathematics-related vocabulary or vocabulary from other areas of instruction with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Writing

Level 2 Section 2

Objectives	Activities	Evaluation
3.62 Add suffixes and prefixes to basic words.	Students write a list of words on the board. Students write known prefixes and suffixes on the board. They will try to make as many words as they can by adding prefixes or suffixes to the basic word. Example: run - running - runner friend - friendly - unfriendly Students will use the words in sentences.	Given a set of basic words, the student will add prefixes or suffixes to form new words as indicated with 80% accuracy.
3.63 Write tag questions to simple statements.	Write simple statements on the board. Example: She came late this morning. She didn't bring her book. The student will add tag questions as required: Example: She came late this morning, didn't she? She didn't bring her book, did she? Practice a variety of sentences on the board.	Given five statements, the student will add an appropriate tag question as required with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Writing

Level 2

Section 2

Objectives	Activities	Evaluation
3.64 Write exact directions properly capitalized and punctuated.	Make a chart of common directions to be read by students on regular basis. Example of entries: Directions found on forms in school and everyday life. - name, address, age, etc. - directions on top of a work sheet. Students will match particular directions with situations presented by the teacher. Games: Each student will write a direction on a card and put it in a box. Students will take turns picking up a card, following the direction, and writing it on the board.	Given appropriate clues the student will write directions as requested, with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Writing

Level 2 Section 2

Objectives	Activities	Evaluation
3.65 Write a paragraph of six or seven related sentences properly capitalized and punctuated.	Students will write a paragraph of six or seven related sentences about a picture, first as a group on the board, second individually on a sheet of paper.	Given a picture clue, the student will write a paragraph of six or seven sentences properly capitalized and punctuated with 80% accuracy.
3.66 Write a sentence that will express the main idea of a story.	Students will select a title for a story from three alternatives. Student will copy the sentence enclosing the main idea. Students will express the main idea in their own words.	Given a short story, the student will copy the sentence enclosing the main idea as directed with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE

Writing

Level 2 Section 2

Objectives	Activities	Evaluation
3.67 Copy details expressed in a written selection.	Students will select details from alternatives. Students will copy details expressed in a selection.	Given a short paragraph, the students will copy five details as directed with 80% accuracy.
3.68 Write details expressed in a written selection in sequential order.	After the students have read a short story they will write the details on the board. Students will number the details in order of occurrence. Students will copy the details in sequential order. Further, they will write details of a different story in sequential order at their seats.	Given a short story of known material, the student will write the details in sequential order as indicated with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Writing

Level 2 Section 2

Objectives	Activities	Evaluation
3.69 Outline a simple paragraph.	Students will read a paragraph prepared by the teacher. They will write the main idea on the board. Different students will take turns in writing supporting details. Give enough practice until the students have developed the skill.	Given a short paragraph, the student will outline it as indicated with 80% accuracy.
3.70 Identify the subject-matter of a paragraph.	Practice on the board. Students will read the paragraph and will identify the subject-matter from alternatives. Examples: people, school, girls, boys, food, transportation. Individual practice on worksheets prepared by the teacher.	Given appropriate clues, the student will write a composition properly capitalized and punctuated with 80% accuracy.

Level 2 Section 2

Objectives	Activities	Evaluation
3.71 Write a paragraph of six or seven sentences every other week on a topic related to oral or written lessons.	Teacher will provide the students proper activities for the development of compositions; first to the group, then to individual students. Initial efforts will be on the board. First compositions should have the main idea in the first sentence. After mastery, the main idea should be moved to other sentences in the paragraph. See methodology on pages 62 - 64	Given appropriate clues, the student will write a composition properly capitalized and punctuated with 80% accuracy.
3.72 Write a friendly letter to someone in your neighborhood.	Students will develop the letter on the board. Students learn different salutations and farewells from a chart prepared by the teacher. Students organize the parts of a letter on the board. Student organize the parts of a letter on individual papers. Student will write individual letters.	Given appropriate clues, the student will write a letter to a friend with 80% accuracy.

ENGLISH AS A SECOND LANGUAGE
Writing

Level 2 Section 2

Objectives	Activities	Evaluation
3.73 Write short dialogues of familiar situations.	Develop oral lessons in written dialogues. Set a situation for two students to talk. Write their questions and answers on the board in a dialogue form.	Given a situation, the student will develop a short dialogue with 80% accuracy.

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EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 2

Writing

Student's performance show ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Write questions and answers about a particular object, thing or place.					
2. Write a controlled composition of five or six sentences.					
3. Write from dictation.					
4. Write a friendly letter.					
5. Change statements to different tenses, making the necessary substitutions.					
6. Use modifiers in order.					
7. Write different information questions.					
8. Write a list of occupations and corresponding tasks.					
9. Write plurals for compound nouns.					
10. Write the possessive form of compound nouns.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 2

Writing

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered 5	Mostly Mastered 4	Moderately Mastered 3	Slightly Mastered 2	Not Mastered 1
11. Place reflexive pronouns in the correct place in language structures.					
12. Place frequency words in the correct place in language structures.					
13. Place adverbs in the correct place in language structures.					
14. Write the comparative and superlative degree of adverbs.					
15. Write the comparative and superlative degree of adjectives.					
16. Write indefinite pronouns in the proper place in language structures.					
17. Write vocabulary related to mathematics and other areas of instruction.					
18. Write affixes to basic words.					
19. Write tag questions to simple statements.					

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 2 Section 2

Writing

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered 5	Mostly Mastered 4	Moderately Mastered 3	Slightly Mastered 2	Not Mastered 1
20. Write exact directions, properly capitalized and punctuated.					
21. Write a paragraph of six or seven related sentences.					
22. Write a sentence that will express the main idea of a story.					
23. Copy specific details expressed in a written selection.					
24. Write details expressed in a written selection in sequential order.					
25. Outline a simple paragraph.					
26. Identify the subject matter of a paragraph.					
27. Write a short dialogue of a familiar situation.					

Level 3 Section 1

Writing

Objectives	Activities	Evaluation
3.74 Apply structural analysis rules to spell words correctly.	Students will learn rules inductively from known words. Exercises on the board. Exercises on worksheets.	Given appropriate clues, the student will apply structural analysis rules to spell 4 out of every 5 words correctly.
3.75 Apply a variety of suffixes and prefixes to root words.	Students learn common prefixes and suffixes and their meanings. Students use the new words in sentences on the board. Students use the new words in sentences individually.	Given a list of words, the student will add prefixes and suffixes as indicated with 80% accuracy.

Level 3 Writing Section 1

Objectives	Activities	Evaluation
3.76 Discriminate between long and short vowels.	Student will practice the rules for short and long vowels. Student will practice the common vowel digraphs in writing several words.	Given appropriate clues,the student will discriminate between long and short vowels with 80% accuracy.
3.77 Recognize, pronounce and write blends, diphthongs and digraphs.	Word games. Workbook exercises. Sheets prepared by the teacher with a variety of exercises.	Given appropriate exercises, the student will respond accordingly with 80% accuracy.

Level 3 Writing Section 1

Objectives	Activities	Evaluation
3.78 Write the sounds of the letters of alphabet in phonetic symbols and discriminate between close sounds.	Student will learn the phonetic symbols representing the sounds produced in the English language. Practice using words and phrases on the board. Individual practice on worksheets prepared by the teacher.	Given appropriate exercises, the student will write the correct phonetic symbols as required with 80% accuracy.
3.79 Write the phonetic symbols for final s on plurals, possessives and third person singular	Activities on the board. Write words in the plural Example: witches (IZ) bed (Z) parks (S) Write possessive Example: church's (IZ) Ted's (Z) Mark's (S) Write words in the present 3rd person singular Example: perches (IZ) treads (Z) barks (S) Make generalizations.	Given a set of words, the students will add the phonetic symbol as required on 4 out of every 5 words.

Level 3 Writing Section 1

Objectives	Activities	Evaluation
3.80 Write phonetic symbols representing the pronunciation of words and language structures.	Practice on the board. a-Use words that present difficulties to students. b-Use words known by the students. Individual practice.	Given words, the student will rewrite them in phonetic symbols with 80% accuracy.
3.81 Use commas, question marks, exclamation marks, etc., as required.	Group activity using worksheets in which a dialogue is written. Students will go to the board and write sentence by sentence using proper punctuation. Individual activity in their seats doing a similar activity.	Given a dialogue written on a worksheet, the students will punctuate it as instructed with 80% accuracy.

Level 3 Writing Section 1

Objectives	Activities	Evaluation
3.82 Write six or seven sentences in a paragraph about himself/herself.	Students will write an example of a paragraph on the board following an appropriate development of ideas. Individual activity in which each student writes about himself/herself.	Given appropriate clues the student will write a paragraph of six or seven sentences about himself/herself with 80% accuracy.
3.83 Copy a paragraph providing proper capitalization and punctuation.	Student will rewrite a paragraph on the board providing proper capitalization and punctuation. Student will rewrite a paragraph on a worksheet providing proper capitalization and punctuation.	Given a paragraph written on a worksheet the student will rewrite it, providing proper capitalization and punctuation, with 80% accuracy.

Level 3 Writing Section 1

Objectives	Activities	Evaluation
3.84 Write from dictation words, sentences and paragraphs properly capitalized and punctuated.	Students will write from dictation short dialogues or parts of dialogues previously studied, properly capitalized and punctuated. Students will compare their written work with the original one to make corrections.	Student will write a dialogue dictated by the teacher with 80% accuracy.
3.85 Write transformations and substitutions for oral practice exercises.	Change questions to statements. Change sentences to negative. Change sentences to plural. Change sentences to the past tense, etc. Change statements to questions. Change two simple sentences to a compound sentence. Change a sentence with adjectives to two simple sentences. Change two sentences with adjectives to a complex sentence.	Given appropriate clues, the student will change the sentences as indicated with 80% accuracy.

Level 3 Section 1

Writing

Objectives	Activities	Evaluation
3.86 Write exact directions to go to a particular place.	Present a conversation of real situations. Example: How do you go: from here to your house? from the school to City Hall? Have students write directions on the board. Present a map of a city and ask the student how a person can go from one point to a different one. Answers will be written on the board.	Requested directions to go from a particular place to a different one, the student will write them with 80% accuracy.
3.87 Change a singular paragraph to a plural paragraph.	Group practice on the board. Individual practice on worksheets previously prepared by the teacher.	Given a paragraph written about a single thing, person or picture, the student will change it to the plural as indicated with 80% accuracy.

Level 3 Section 1

Writing

Objectives	Activities	Evaluation
3.88 Change a paragraph to the past tense or present tense.	Group practice on the board. Individual practice on worksheets previously prepared by the teacher.	Given a paragraph of material mastered orally, the student will change all the sentences to the past or to the present as requested with 80% accuracy.
3.89 Rearrange related sentences to make a logical paragraph.	Write a set of sentences on the board. Students will put them in logical order by writing a number in front of each sentence. Students will copy the sentences in a paragraph form. For further practice give to each student a worksheet containing a set of sentences. They will organize them into a logical paragraph.	Given a set of related sentences, the student will organize them into a logical paragraph with 80% accuracy.

Level 3 Section 1

Writing

Objectives	Activities	Evaluation
3.90 Write from dictation, short dialogues properly capitalized and punctuated.	Dictation exercises force the students to give concentrated attention to the sound, pronunciation, stress and intonation of the language. Dictation exercises also give the students practice in writing skills including capitalization and punctuation. Dictate parts of a dialogue of material known by the students.	Given a dictation of a short dialogue, the student will write it with 80% accuracy.
3.91 Outline a composition composed of 2 or more related paragraphs.	Present a composition of familiar material on a paper containing 2 or more paragraphs. Find the theme of the composition. Find the main idea in each paragraph. Find details supporting the main idea in each paragraph. Organize the outline on the board.	Given a composition of two or more related paragraphs, the student will write a simple outline with 80% accuracy.

Level 3 Section 1

Writing

Objectives	Activities	Evaluation
3.92 Following a simple outline the student will write a composition of two or more related paragraphs properly capitalized and punctuated.	Present a worksheet with a simple outline. Students will develop a composition that will be written on the board. Present a different worksheet for the students to develop a composition individually.	Given a written outline, the student will develop a composition as indicated with 80% accuracy.
3.93 Write a summary of a short story read outside the classroom.	Assign short stories, or selections to be read at home. Students will write a summary of each assignment given by the teacher.	Given a short story, the student will write a summary of the content with 80% accuracy.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 3 **Section** 1

Writing

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered	Mostly Mastered	Moderately Mastered	Slightly Mastered	Not Mastered
	5	4	3	2	1
1. Apply structural analysis rules for spelling words correctly.					
2. Apply suffixes and prefixes to root words.					
3. Recognize long and short vowel sounds.					
4. Recognize blends, diphthongs and digraphs.					
5. Write phonetic symbols for the English sounds.					
6. Write words or parts of words in phonetic symbols.					
7. Use punctuation marks as necessary.					
8. Write a paragraph about himself/herself.					
9. Use capital letters as required.					
10. Write from dictation words, sentences and paragraphs properly capitalized and punctuated.					

A student will be considered satisfactory if he succeeds in 80% of the exercises used for testing performance.

EVALUATION SUMMARY OF STUDENT'S PERFORMANCE

Level 3 Section 1
Writing

Student's performance shows ability to:	Satisfactory		Needs Improvement		
	Mastered 5	Mostly Mastered 4	Moderately Mastered 3	Slightly Mastered 2	Not Mastered 1
11. Write transformations and substitutions for language structures.					
12. Write directions as required.					
13. Change a singular paragraph to a plural paragraph.					
14. Change a paragraph to the present or the past tense.					
15. Rearrange related sentences to make a logical paragraph.					
16. Write from dictation short dialogues, properly capitalized and punctuated.					
17. Outline a composition of two or more related paragraphs.					
18. Develop a composition from a written outline.					
19. Write a summary of a short story.					

CULTURAL AWARENESS

After being exposed to instruction in schools in the United States the student will have an awareness of existing cultural differences among the American culture, classmates' cultures and his/her own culture.

CULTURAL UNDERSTANDING

Activities for cultural awareness will be interrelated with listening, speaking, reading and writing presentation, as the need arises. The student will gain understanding of elements of the American culture and when possible, relate them with similar elements of his/her own culture. The following appropriate materials and devices are recommended.

- pictures
- records
- movies
- filmstrips
- paintings
- poems
- stories
- songs
- dialogues
- television
- compositions
- games
- paragraphs
- radio programs
- drawings

The student will:

1. Compare greetings.

2. Draw his/her house in the United States as well as in his/her country.

3. Compare houses in his country with houses in the United States,(materials,shape, etc.).

4. Tell why the houses are different.

5. Learn the name for American money as well as the name for money in other countries represented by the students.

6. Compare a typical American breakfast with a typical breakfast from his/her country.

7. Compare other foods as well.

8. Sing American songs for different holidays.

9. Sing songs for his/her own country, for different holidays.

10. Compare different celebrations such as: Christmas, Thanksgiving and Easter.

11. Hear and read folk tales.

12. Compare leisure-time activities.

13. Compare animals as pets in his/her country and in the United States.

14. Compare the weather and clothes.

15. Draw pictures showing self, family, pets and interests.

16. Taste some favorite foods from different countries.

17. Discuss regular daily activities in countries represented by the students.

18. Learn dances from different countries as well as from the United States.

19. Compare recreation and entertainment.

20. Make murals depicting country and people.

21. Compare fire drills.

22. Identify differences between American music and the music of other countries.

23. Understand manners in different situations.

24. Compare the syntax of English and the syntax of his/her own native language.

25. Compare phonological elements of English with phonological elements of his/her own native language.

26. Compare morphological changes in English words with similar morphological changes in words of his/her native language.

27. Discuss means of transportation, communication and other facilities.

28. Compare specific behavior and attitudes demonstrated by peoples in certain situations.

APPENDICES

NURSERY RHYMES

Young children have always enjoyed nursery rhymes. Some of the rhymes tell a little story but others are merely nonsense. Yet, the rhythm in all of them captivates the child.

Nursery rhymes also have their place in a second language classroom, especially those which are simple in vocabulary and can be explained through the use of gestures, illustrations, and other devices. By learning them the child will:

1. Come in contact with part of the folk literature of the new language being learned.
2. Associate the language learning experience with fun.
3. Be exposed, in an informal way, to vocabulary and structures of the new language.
4. Practice sounds of their new language in an enjoyable and spontaneous way.

Suggestions to the Teacher

1. Say the rhyme.
2. Use pictures and other devices to convey meaning.
3. Have the students listen to the rhymes on tape several times.
4. Use puppets or other devices to give further exposure to the rhyme in subsequent class periods.
5. Relate the rhyme to other disciplines.

Left, Right, Left

The policeman walks with heavy steps,
Left, right, left, right, left.
Swings his arms, swings his legs,
Left, right, left, right, left.

Stop! Look! Listen!

Stop! look and listen!
Before you cross the street;
Use your eyes, use your ears,
Then use your feet!

Rain

Rain, Rain go away
Little, (____________)
wants to play.
Rain, rain go away
Come again another day.

Jack Hall

Jack Hall,
He was so small
A mouse could eat him,
Hat and all.

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Hickory, Dickory, Dock

Hickory, dickory, dock!
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory, dickory, dock

One, Two, Three

One for the money,
Two for the show,
Three to make ready,
And four to go!

Jack Be Nimble

Jack, be nimble
Jack, be quick,
Jack, jump over
The candlestick.

One, Two, Three, Four, Five

One, two, three, four, five,
I caught a fish alive,
Six, seven, eight, nine, ten,
I let it go again.

Jack and Jill

Jack and Jill

Went up the hill

To get a pail of water.

Jack fell down,

And broke his crown,

And Jill came tumbling after.

To Market, To Market

To market, to market

To buy a fat pig

Home again, home again

Jiggety-jig!

Rat-A-Tat-Tat

Rat-a-tat-tat!

Who is that?

"Why, I'm only grandma's ca

Grandma's cat with fur of s

My Little Pony

Go, my little pony, go!
Go, go, go!
Go, my little pony, go!
Go, go, go!

Eight Little Frogs

Eight little frogs
Sitting on a log
"Cherub, cherub,"
Sang the first little frog.

" I wish that I
Could catch a fly."
And into the water he jumped.
Ker-Splash!

Humpty Dumpty

Humpty Dumpty sat on the wall
Humpty Dumpty had a great fall.

All the king' s horses and all
The king's men
Couldn't put Humpty
Together again.

ACTION RHYMES AND GAMES

Action rhymes and games are excellent aids in the teaching of English as a second language at the primary level. Nothing interests a child more than the idea of learning a new game. These kinds of activities strongly motivate the students to communicate with their peers.

Through games, children learn new vocabulary. They also learn to understand commands and to follow directions. Action rhymes and games provide a much-welcomed change of pace for the children and the teacher. Young children can not be expected to sit for long periods of time; therefore, games provide the opportunity to stand up and stretch. Games and action rhymes are wonderful devices to help the children overcome shyness and participate in class. They also help them in gaining confidence as they participate and imitate other children in the group.

SUGGESTIONS TO THE TEACHER

1. All children in the classroom should have the opportunity to participate in action rhymes and games.
2. The games should be simple enough so that very little time is required for explanations. The children should understand the rules of the games.
3. Action rhymes and games should be lively, so that they heighten and sustain interest and offer a change in the regular classroom routine.
4. Rhymes and games should be related to the lesson presented.

(The children will
be seated and will
perform actions
with hands.)

With the Hands

With my hands

I clap, clap, clap,

And now I put them

In my lap.

RHYME

(Have the whole class
stand up and perform actions.)

Touch your head,

Your eyes and nose.

Now bend over

And touch your toes!

(The children will
be seated and will
point.)

Right and Left

Right to the window,

Left to the door,

Up to the ceiling,

Down to the floor.

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Touch Your Nose

Touch your nose,
Touch your chin,
That's the way
This game begins.

Touch your eyes,
Touch your knees,
Now pretend
You're going to sneeze.

One, Two, Three, Four

One, two, three, four (Children will take steps with the teacher.)
Walk with me.
Walk with me.
One, two, three, four,
Walk with me today.

Walk, and walk,
and walk, and walk,
One, two, three, four,
Walk with me today.

TEN LITTLE DUCKS

Ten little ducks,
Dash, dash, dash!
Jumped in the pond
Splash, splash, splash!
The mother called,
"Quack, quack, quack,"
Nine little ducks
swam right back.
2. Nine...
3. Eight...
4. Seven...
5. Six...

(Ten children play the part of ducks. Another is the mother. The children pretend to jump into the pond. Every time the mother says, "Quack, quack", one child sits down. The others go to her. The teacher repeats the verse. The children repeat the action.)

GAME

Red on top.
Green below.
Red says, "Stop!"
Green says, "Go!"
Yellow says, "Wait!
Even if you're late."

(Use pieces of cardboard - red, green, and yellow - to prepare the traffic lights. Have a group of children stand in front of the class pretending to be automobiles. The light is red. When the light turns green, they run or walk. On yellow, they stop again. The child who doesn't stop on red or yellow, gets a fine - he sits down.)

Stop,Look and Listen

Stop, look and listen
Before you cross the street,
Use your eyes, use your ears,
And then use your feet.

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With the Hands

(The children will be
seated and will perform
actions with hands)

With my hands

I clap, clap, clap,

And now I put them

In my lap.

RHYME

(Have the whole class stand
up and perform actions)

Touch your shoulders

Your waist and head.

Now bend over

And touch your legs.

Right and Left

(The children will
be seated and will
point)

Right to the window,

Left to the door,

Up to the ceiling,

Down to the floor.

Jump

Jump, jump, jump

One, two, three.

Jumping is fun

as you can see.

Give Me

Give me a pencil.

One, two, three, four.

Give me a book.

Now close the door.

Stand up Tall

Stand up tall;
(Have the whole class stand up.)

Hand in the air;
(Have them all raise arms high.)

Now sit down

In your chair.
(Have them all sit down.)

Simon Says

Have all the children stand up. When you say, "Simon says", and give a command, the children perform the action.

When you give a command without saying, "Simon says" the children are not to perform the action. Those who do so, will sit down.

Simon says, "Open the door."
(Children perform the action.)
Simon says, "Close the window."
(Children perform the action.)
Simon says, "Stand up."
(Children perform the action.)
Simon says, "Walk."
(Children perform the action.)
Simon says, "Run."
(Children perform the action.)

Wiggle

(The children will perform
actions either sitting down
or standing.)

I wiggle my fingers,

I wiggle my toes,

I wiggle my shoulders,

I wiggle my nose.

I shake my head,
(Same as above.)

I shake my hands,

I shake my legs,

I shake my arms.

Traffic Lights

Red means "stop"
(Right hand up, palm out.)
Green means "go"
(Extend right arm and point
finger.)
Yellow means "wait, you'd better
go slow."
(Wave hand back and forth.)
When I reach a crossing place
(Cross arms.)
To left and right I turn my face
(Look left and right.)
I walk - not run - across the
street (Walk hands.)
And use my head to guide my feet.
(Point to head and then feet.)

GAME

Say and pantomine the following rhymes. Have the class perform the appropriate actions. Later on they can also say the words.

HOP, HOP, HOP

I'll take my foot and
    (Have the children stand, hold
    left foot, and hop 3 times.)

Hop, hop, hop.

I'll rest a while and

Stop, stop, stop.

I'll turn around and

Count to ten.
        (Turn around.)

I'll take my foot
        (Same as above.)
And hop again.

Hop, hop, hop.

Rhymes for Directives

Run to the window.

Walk to the chalkboard.

Open the window.

Close the door.

Stand up,

One, two, three.

Sit down,

Four, five, six.

Go to the desk.

Go to the door.

Go to the window.

One, two, three, four.

I Touch My Head
(Action rhyme)

I touch my head and touch my chin,
Touch my head and touch my chin;
I touch my head and touch my chin,
And let my hands go clap!

I touch my ears and touch my eyes,
Touch my ears and touch my eyes;
I touch my ears and touch my eyes;
And let my hands go clap!

I touch my mouth and touch my nose,
Touch my mouth and touch my nose;
I touch my mouth and touch my nose,
And let my hands go clap!

(Other parts of the body may be substituted as children become familiar with them. "Neck" and "tummy" are parts the children like to use in the song.)

SONGS AND ACTION SONGS

Children always respond to songs and singing games, an enjoyable form of beginning to learn English. The teacher has to be careful, though, in selecting songs for second language learning. Quite often the sentence patterns and grammar in songs are not those of normal English. The resourceful teacher can adapt songs by replacing unfamiliar words and phrases with more useful ones. He should also make sure that the music fits the words and that the stresses fall in the right places.

SUGGESTIONS TO THE TEACHER

1. Sing the song or have the children listen to it on tape. At first the children listen to familiarize themselves with the music.
2. Use pictures or other devices to help the children get the meaning of the song.
3. Invite the children who are able to, to join you in humming the song.
4. If there are actions to accompany the song, sing it through again and perform the actions.
5. Have the children perform the actions with you.
6. The children will eventually join you in the singing.

GOOD MORNING TO YOU

Good morning to you.
Good morning to you.
We're all in our places.
With sunshiny faces.
Good morning to you.
Good morning to you.
And how do you do?

GOOD MORNING

Good morning to you,
Good morning to you,
Good morning, dear children,
Good morning to you.

GOOD MORNING

Good morning to you,
Good morning to you,
Good morning, dear teacher,
Good morning to you.

GOOD AFTERNOON

I

Teacher: Good afternoon, how are you?
Good afternoon, how are you?
Good afternoon, how are you?

Pupils: We're just fine.

II

Pupils: Good afternoon, how are you?
Good afternoon, how are you?
Good afternoon, how are you?

Teacher: I'm just fine.

HELLO

(Tune: Good night, Ladies)

Hello, children, hello children,
Hello, children,

I'm going to teach you now.

II

Would you like to (____________) with me?
sing
play
run
walk
dance
march
etc.

(____________) with me?
(____________) with me?

Would you like to (____________) with me?
I'd like to (____________) with you.

GOOD-BYE SONG

(Tune: Good Night, Ladies)

Good bye, children,
Good bye, children,
Good bye, children,
I'm going to leave you now.

Are You Sleeping?

Are you sleeping,

Are you sleeping,

Brother John, Brother John?

Now the bells are ringing,

Now the bells are ringing,

Ding, ding, dong!

Ding, ding, dong!

Ten Little Indians

One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys.

Ten little, nine little, eight little Indians,
Seven little, six little, five little Indians,
Four little, three little, two little Indians,
One little Indian boy.

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Did you Ever See A Lassie

Did you ever see a lassie,
a lassie,
a lassie,

Did you ever see a lassie,
Go this way and that?
Go this way and that way?
Go this way and that way?
Did you ever see a lassie,
Go this way and that?

Skip to My Lou

Skip, skip, skip to my lou,
Skip, skip, skip to my lou,
Skip, skip, skip to my lou.
Skip to my lou, my darling.

Lost my partner, what will I do?
Lost my partner, what will I do?
Lost my partner, what will I do?
Skip to my lou, my darling.

I'll get another one, prettier than you.
I'll get another one, prettier than you.
I'll get another one, prettier, than you
Skip to my lou, my darling.

Head and Shoulders

(Tune: There Is a Tavern in the Town)

My head, my shoulders, knees and toes,
knees and toes,

My head, my shoulders, knees and toes,
knees and toes,
My eyes, my ears, my mouth, my nose,
My head, my shoulders, knees and toes.

WASH YOUR HANDS

Tune: "Row, row, row your boat"

Wash, wash, wash your hands.
Look so very neat...........
Merrily, merrily, merrily, merrily,
Just before you eat.

"Mary Had a Bar of Soap"

Tune: "Mary Had a Little Lamb"

Mary had a bar of soap,
A bar of soap, a bar of soap,
Mary had a bar of soap,
She used it every day.
Her face and hands were always clean
Always clean, always clean.
Her face and hands were always clean
She used it every day.

Row, Row, Row your Boat

Row, row, row your boat.
Gently down the stream,
Happily, happily, happily, happily,
Life is like a dream.

Row, row, row, your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.

I See you

I see you.
I see you.
Tra-la-la-la-la-la-la
I see you.
I see you.
Tra-la-la-la-la-la-la
I see you,
And you see me,
And I love you,
And you love me.

Deck the Halls

Deck the halls with boughs of holly.
Fa-la-la-la-la. La-la-la-la.
'Tis the season to be jolly.
Fa-la-la-la-la. La-la-la-la.
Don we now our gay apparel.
Fa-la-la. La-la-la. La-la-la.
Troll the ancient Yuletide carol.
Fa-la-la-la-la. La-la-la-la.

Jingle Bells

Jingle bells, jingle bells,
Jingle all the way.
Oh, what fun it is to ride
In a one-horse open sleigh.

Jingle bells, jingle bells,
Jingle all the way.
Oh, what fun it is to ride
In a one-horse open sleigh.

Rudolph, The Red-Nosed Reindeer

Rudolph, the red-nosed reindeer
Had a very shiny nose
And if you ever saw it
You would even say it glowed.

All of the other reindeer
Used to laugh and call him names.
They never let poor Rudolph
Join in any reindeer games.

Then one foggy Christmas day
Santa came to say,
"Rudolph, with your nose so bright,
Won't you guide my sleigh tonight?"

Then all the other reindeer
Laughed and shouted out with glee,
"Rudolph, the red-nosed reindeer,
You'll go down in history."

The Farmer In The Dell

The farmer in the dell
The farmer in the dell
Hi, ho, the dairy O
The farmer in the dell.

The farmer takes a wife
The farmer takes a wife
Hi, ho, the dairy O
The farmer takes a wife.

1. The wife takes a child.
2. The child takes a nurse.
3. The nurse takes a dog.
4. The dog takes a cat.
5. The cat takes a rat.
6. The rat takes the cheese.
7. The cheese stands alone.

London Bridge

London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady.

Take a key and lock her up,
Lock her up, lock her up.
Take a key and lock her up,
My fair lady.

Lock her up with iron bars,
Iron bars, iron bars.
Lock her up with iron bars,
My fair lady.

(Repeat.)

Mary Had a Little Lamb

Mary had a little lamb.
Little lamb, little lamb.
Mary had a little lamb,
Its fleece was white as snow.

Everywhere that Mary went,
Mary went, Mary went,
Everywhere that Mary went
The lamb was sure to go.

He followed her to school one day,
school one day, school one day.
He followed her to school one day
which was against the rules.

It made the children laugh and play,
Laugh and play, laugh and play.
It made the children laugh and play
to see the lamb at school.

The Mulberry Bush

Here we go 'round the mulberry bush,
The mulberry bush,
The mulberry bush.

Here we go 'round the mulberry bush
So early in the morning.

This is the way we wash our clothes,
Wash our clothes,
Wash our clothes.

This is the way we wash our clothes
So early in the morning.

The days of the week (Sunday, Monday, etc.) can be substituted for "in the."

Other actions (comb our hair, sweep the floor) can be substituted for "Wash our clothes."

IF YOU'RE HAPPY

If you're happy and you know it,
Clap your hands (Clap, clap).

If you're happy and you know it,
Clap your hands (Clap, clap).

If you're happy and you know it,
Then your smile will surely show it.

If you're happy and you know it,
Clap your hands (Clap, clap).

(Substitute slapping knees, stamping
feet, then all three).

BEND AND STRETCH

Bend and stretch
Reach for the stars
Here comes Jupiter
Here comes Mars.

Bend and stretch
Reach for the sky
Stand on tippy toes
Oh, so high.

BINGO

There was a farmer
Had a dog
And Bingo was his name-o
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O
And Bingo was his name-o.

CHOO, CHOO, THE BIG TRAIN

Choo, Choo, the big train
Is coming down the track now.
Choo, Choo, the big train
Is coming down the track.

Stop! Look! and Listen!
Stop! Look! and Listen!
Choo, Choo, the big train
Is coming down the track.

Choo, choo, choo, choo!
Choo, choo, choo, choo!
Choo, choo, choo, choo!
Chooooooooooo!

HEAD, SHOULDERS, KNEES, AND TOES

(Tune: "The Mulberry Bush")

Head, shoulders, knees and toes
Knees and toes, knees and toes,
Head, shoulders, knees and toes,
That's the way the music goes.

Knees and toes and shoulders and head,
Shoulders and head, shoulders and head,
Knees and toes and shoulders and head,
That's the way the music goes.

OLD MACDONALD HAD A FARM

Old MacDonald had a farm, ee-aye-ee-aye-o
And on this farm he had a pig, ee-aye-ee-aye-o,

With an oink, oink, here,
And an oink, oink, there,
Here an oink, there an oink,
Everywhere an oink, oink.

Old MacDonald had a farm, ee-aye-ee-aye-o.
(You may sing more verses using a different
animal each time.)

TWO LITTLE BLACKBIRDS

Two little blackbirds
Sitting on a hill,
One named JACK, one named JILL.

Fly away JACK, fly away JILL.
Come back JACK, come back JILL.

Two little blackbirds
Sitting on a hill,
One named JACK, one named JILL.

SIX LITTLE DUCKS

Six little ducks that I once knew,
Fat ones, skinny ones, fair ones, too.
But the one little duck with the feathers
on his back,
He ruled the others with a quack, quack, quack!

Quack! Quack! Quack!
Quack! Quack! Quack!

He ruled the others with a quack, quack, quack.

Down to the river they would go
Wibble, wobble, wibble, wobble, to and fro.
But the one little duck with the feathers
on his back,
He ruled the others with a quack, quack, quack!

Quack! Quack! Quack!
Quack! Quack! Quack!

He ruled the others with a quack, quack, quack!

THE WHEELS ON THE BUS

The wheels on the bus go
Round and round,
Round and round,
Round and round.
The wheels on the bus go
Round and round,
All over town.

The horn on the bus goes
Toot, toot, toot,
Toot, toot, toot,
Toot, toot, toot,
The horn on the bus goes
Toot, toot, toot,
All over town.

YANKEE DOODLE

Yankee Doodle went to town
Riding on a pony.

He stuck a feather in his cap
And called it macaroni.

Yankee Doodle keep it up,
Yankee Doodle Dandy.

Mind the music and the step,
And with the girls be handy.

THREE TURKEY GOBBLERS
(Flannel story song)

The night before Thanksgiving,
When I had gone to bed,
I heard three turkey gobblers,
And this is what they said:

(cont.)

THREE TURKEY GOBBLERS

The first turkey said,
"I think that I will go
And hide behind the haystack
Where no one will know."

The second turkey said,
"I think I'll find a tree
And hide up in the branches
Where no one will see."

The third turkey said,
"I think it would be fun
To hide the farmer's hatchet,
Then run, run, run, run, run."

Then on Thanksgiving morning,
When the farmer came around,
Those three turkey gobblers
Could not be found.

THREE LITTLE PUMPKINS
(Flannel story song)

Three little pumpkins
Sitting on a fence,
A witch came riding by.
Ho, ho, ho I'll take one home
And made some pumpkin pie.

Two little pumpkins
Sitting on a fence
A witch came riding by.
Ho, ho, ho, I'll take one home
And make some pumpkin pie.

(cont.)

THREE LITTLE PUMPKINS (cont.)
Flannel story song)

One little pumpkin
Sitting on a fence
A witch came riding by.
Ho, ho, ho, I'll take one home
And make some pumpkin pie.

No little pumpkin
Sitting on a fence
A witch came riding by.
Boo, boo, boo, boo, boo, boo, boo
I'll have no pumpkin pie.

HALLOWEEN SOUNDS
(Tune: "The Mulberry Bush")

This is the way the witches fly,
Witches fly, witches fly,

This is the way the witches fly,
Swish, swish,swish.

This is the way the ghosts go by,
Ghosts go by, ghosts go by,

This is the way the ghosts go by
Oh, my! Oh, my! Oh, my!

This is the way the tomcats howl,
Tomcats howl, tomcats howl,

This is the way the tomcats howl,
Meow! Meow! Meow!

This is the way the pumpkins laugh,
Pumpkins laugh, pumpkins laugh,

HALLOWEEN SOUNDS (cont.)

This is the way the pumpkins laugh,
Hee! Hee! Hee!

This is the way the hoot owls cry,
Hoot owls cry, hoot owls cry.

This is the way the hoot owls cry,
Hoo, hoo, hoo.

I'M A CLOWN

I'm a clown, Ha! Ha!
I'm a clown, Ho! Ho!
I make people laugh
Wherever they go.
Ha! Ha! Hee! Hee! Ho! Ho!

HOKEY POKEY

You put your right hand in,
You take your right hand out.
You put your right hand in
And you shake it all about.
You do the Hokey Pokey,
And you turn yourself about,
That's what it's all about.

(Substitute left hand, right foot, left foot, big head, and whole self. For the last line, substitute "And you turn yourself about" for "... shake it all about.")

HICKORY, DICKORY, DOCK

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one; the
mouse ran down.
Hickory, dickory, dock.

PUPPETS

Puppets are made to represent people, animals and other movable forms. They are fun to make and to manipulate and they have their place in a second language classroom.

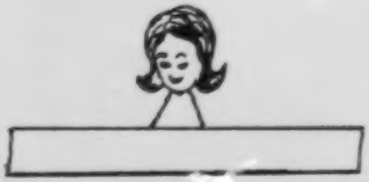
The teacher of English can use puppets effectively in many different ways and for a variety of purposes:

1. To expose the children to songs, structures, vocabulary, greetings and commands already introduced.
2. To overcome children's shyness in producing the language.
3. To tell a story.
4. To attract the children's attention to a particular language item.
5. To change mood or pace in class activities.
6. To disguise pattern practice.

Some puppets can be bought in toy stores but they are fun to make. The teacher as well as the children will enjoy creating puppets.

Suggestions on how to make different kinds of puppets

1. Ring Puppets



a. Materials.

Strip of construction paper.

Paste or tape.

Face of person or animal drawn or cut from a magazine picture.

b. Procedure.

-Cut from a magazine the face of the person or animal you want, or draw it and cut the design.

-Paste the face to a strip of construction paper that will go around a finger.

-Measure the strip to fit finger and paste or tape ends together.

-Put it on your finger and you're ready for the show.

2. Paper Bag Puppets

a. Materials.

Small paper bag.

Crayons or paint.

String.

Stuffing (cotton or tissue).

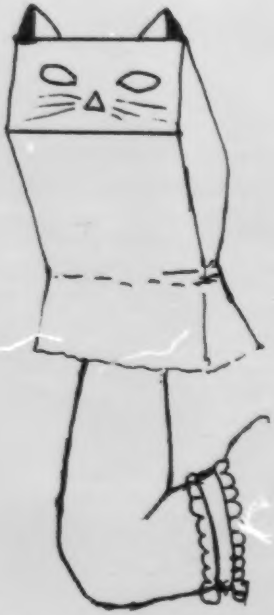
Decorative materials: yarn, colored paper, etc.

b. Procedure.

-Paint or cut-out and paste head features on bottom of paper bag.

-Insert hand.

-Tie string to divide head from body.



3. Stick Puppets

a. Materials

Tagboard, colored paper or paper plates.

Sticks.

Crayons or paint.

String.

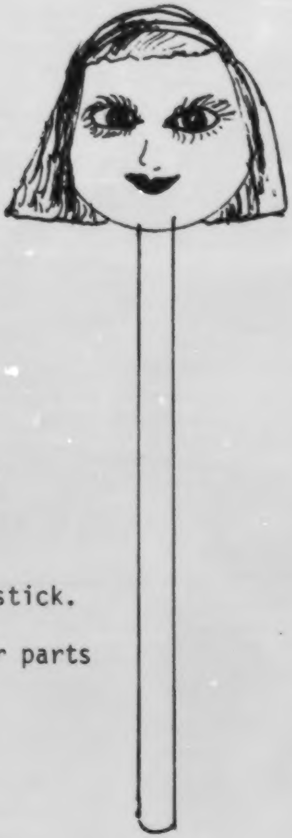
b. Procedure.

-Draw and color face.

-Cut out and attach to stick.

-Prepare arms, legs, or wings, etc. and attach to stick.

-Attach string if movement of arms, wings, or other parts is desired.



4. Sock Puppets

a. Materials.

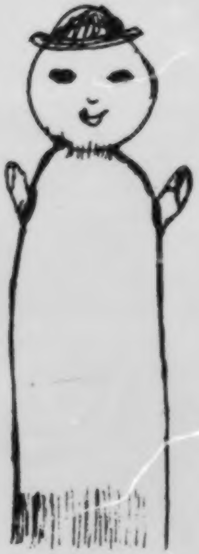
Sock.

Crayons.

String, yarn or ribbon.

Stuffing.

Decorative materials.



b. Procedure.

-Color facial features on the sock.

-Stuff toes of sock and shape head.

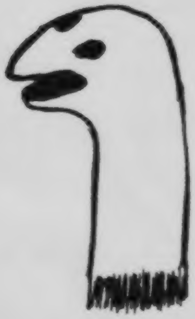
-Tie neck section. Leave room for finger to manipulate head.

-Cut holes for fingers to represent arms.

-Add decorative materials.

-To operate, pull sock down on wrist or arm.

Variation



-Cut toe of sock. Insert gummed paper or sew in contrasting material to make mouth.

-To operate, insert hand in sock.

-Use index and middle finger to operate or move upper jaw.

-Use thumb to move lower jaw.

5. Cardboard Cut-out Puppet

a. Materials.

Cardboard about 6 inches square.

Pencil.

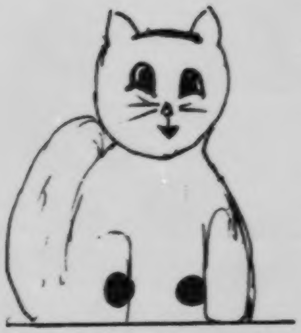
Crayons or poster paints and brushes.

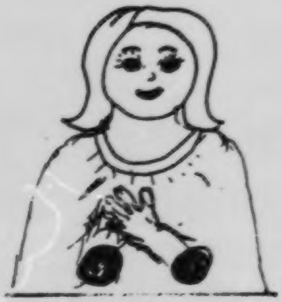
Scissors.

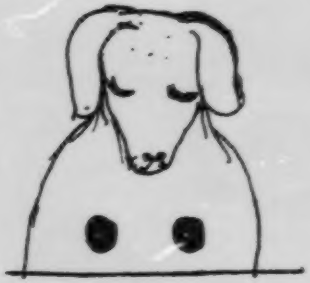
b. Procedure.

-Draw your own picture or paste cut-out picture on piece of cardboard. Cut around the picture.

-Draw and cut two dotted circles about 1/2 inch from the bottom. Make them big enough for your index and middle fingers to fit through.







BASIC VOCABULARY AND EVERYDAY LANGUAGE

Greetings

Hello!
How are you?
Fine, thank you.
Good morning, ________________.
Good-by, ______________________.
Hi, ___________________________.
Good night, ___________________.
Good afternoon, _______________.
I'm fine, thank you.

Immediate Needs

May I go to the bathroom?
May I have a drink of water?
May I have a piece of paper?
May I sharpen the pencil?
May I go to the nurse?
May I have a ______?
May I open the window?
May I close the door?
May I ______?

Self Identification

What is your name?
My name is ______________________.
How old are you?
I am ____________________________.
Where do you live?
I live on _______________________.

E.S.L. Expressions

Listen carefully.
Repeat after me.
Look at the picture.
Listen and repeat.
Again.
Once more.
This (that) row.
Louder, please.
Do you understand?
Watch my lips.
Watch me.
Everybody.
This half of the class.
Ask questions.

Classroom Directions

Please come in.
Sit down.
Please stand up
Get on line.
Be quiet.
Please go to _______.
Take your book out.
Hold up the ________.
Raise your hand.
Quiet please.
Attention class.
Pass out the books.
Turn to page ___.
Let's begin.

Signs

Stop
Look
Listen
Danger
Exit
Entrance
School
Walk
Do Not Walk
Silent

Toys

Bike
Ball
Teddy Bear
Doll
Car
Train

Objects in the Classroom

- book
- notebook
- pencil
- ruler
- chalk
- pen
- desk
- seat
- chair
- bookcase
- magic marker
- lined paper
- math paper
- picture
- chart
- clock
- bell
- radio
- clay
- crayons
- drawing paper
- thumbtack
- gum
- paper

Clothes and Things to Wear

- dress
- blouse
- skirt
- socks
- slacks
- coat
- gloves
- hat
- pants
- boots
- jacket
- shoes
- underwear
- tie
- sweater
- pajamas
- belt
- shirt

Colors

- red
- blue
- yellow
- green
- violet (purple)
- orange
- black
- white
- brown
- pink
- beige

Fruits

- apple
- orange
- plum
- pear
- pineapple
- lemon
- strawberries
- grapefruit
- fig
- banana
- plantain
- cherries
- peach
- watermelon

Days of the Week and Months of the Year

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

January
February
March
April
May
June

July
August
September
October
November
December

The Family

father
mother
brother
sister
parents
uncle
aunt
cousin
grandfather
grandmother
grandparents
grandson
granddaughter

husband
wife
son
daughter
children
nephew
niece
father-in-law
mother-in-law
son-in-law
daughter-in-law
brother-in-law
sister-in-law

Furniture Store

bed
household appliances
dresser
table
chair
dining room set
living room set

At the Supermarket

canned food
meat
fruits
vegetables
dairy products
shopping cart
candy
frozen food

Kitchen

stove
kitchen table
chair
sink
cabinets
refrigerator
garbage can
dishes
dishwasher
oven
faucet

Dishes and Kitchen Utensils

plate
cup
saucer
fork
spoon
knife
glass
pan
frying pan
pots
bowl
canisters
mug
creamer
salt and pepper shakers
pitcher
toaster
blender

Parts of the Body

head
face
nose
mouth
tongue
throat
body
chest
arms
fingers
foot
chin
shoulders
elbow
waist
hair
eyes
ears
lips
forehead
neck
back
stomach
hand
leg
toes
eyebrows
knee
ankle

Holidays

New Year's Day
Easter
Fourth of July
Labor Day
Thanksgiving Day
Christmas
Lincoln's Birthday
Washington's Birthday
Discovery Day
Memorial Day
Valentine's Day
Halloween
Columbus Day
Passover

Food

egg
bacon
cereal
muffin
ham
cake
fish
french fries
steak
hamburger
bread
salad
frankfurter - hot dog
pancakes
rice
cookies
crackers

Drinks

juice
milk
soda
coffee
water
hot chocolate
tea
chocolate milk

Health

toothache
stomachache
sore throat
headache
backache
prescription
medicine
pills
temperature
cut
cavity
filling
patient
glasses
bump

Community Helpers and Occupations

teacher
doctor
milkman
mailman
driver
dentist
secretary
barber
priest
nurse
policeman
garbageman
grocer
lawyer
teacher-aide
baker
mechanic
fireman
artist
housewife
farmer

Vegetables

- corn
- radish
- carrots
- cabbage
- celery
- beans
- peas
- beets
- pepper
- pumpkin
- potatoes
- lettuce

Seasons

- winter
- spring
- summer
- fall (autumn)

Kinds of weather

- sunny
- rainy
- snowy
- windy
- cloudy
- foggy
- stormy
- fair
- humid

Farm Animals

- pony
- horse
- chicken
- hen
- goose
- duck
- turkey
- pig
- colt
- rabbit
- mule
- sheep
- donkey
- goat
- cat
- rooster
- cow
- calf

House

- living room
- dining room
- kitchen
- bedroom
- closet
- basement
- stairs
- floor
- bathroom
- attic
- window
- wall
- door
- lock
- ceiling

Living Room

- sofa
- couch
- lamp
- carpet, wall-to-wall
- rug (area)
- coffee table
- end table
- pictures
- television
- rocking chair
- rug

Bathroom

- sink
- faucet
- toilet
- shower
- tub
- towel
- rug
- soap
- paper

Bedroom

- bed
- rug
- chest
- dresser
- mirror
- closet
- blanket
- curtains
- pillows
- alarm clock
- sheets

Places in the Community

bakery
barber shop
bank
beauty parlor
bus terminal
city hall
church
cleaners
department stores
factory
fire department
gas station
grocery store
hardware store
health clinic
hospital
laundromat
park
post office
police department
public library
store
school
supermarket
telephone company

Zoo

birds
lion
giraffe
zebra
monkey
tiger
camel
fox
hippopotamus
lizard
elephant
deer
seal
bear
kangaroo
penguin
raccoon
leopard
polar bear
aquarium

Money

cent - penny
nickel
dime
quarter
half dollar
a dollar bill
a ten-dollar bill
bill
change
check
coin
bankbook
savings account

Numbers, Weights and Measures

one to one thousand
first to tenth
weight: ounce, pound
length: inch, foot, yard, mile
liquid: pint, quart, gallon
1/4 quarter
1/2 half
3/4 three fourths
short, long; short, tall; narrow, wide

Musical Instruments

guitar
piano
horn
violin
xylophone
harp
flute
clarinet
mandolin

triangle
tamborine
cymbals
drum
castanets
accordion
organ
trumpet
maracas
bongos

Water Life

octopus
crab
salmon
tuna
whale
shark
cod
lobster
crocodile
dolphin
seals
fish
turtle

Time

second
minute
hour
o'clock
half past-
____minutes to____

----minutes after--

morning
at noon
afternoon
evening
night
day
late
early
midnight

Shapes

circle
triangle
square
rectangle

Transportation

bus
car
train
plane
bicycle
truck
boat
ship
helicopter

Communication

newspaper
television
radio
telegram
telephone
magazine
letters

Tools

hatchet
hammer
wrench
saw
pliers
nails
screw driver
axe
drill

Birds

eagle
owl
flamingo
peacock
sea gull
swan
pheasant
nightingale
woodpecker
stork
wren
bluejay
robin
parrot
canary

SUPPLEMENTARY LIST OF IRREGULAR VERBS

BASIC FORM	PAST	PAST PARTICIPLE	ING FORM	S FORM
1. be	was	been	being	is
2. beat	beat	beat, beaten	beating	beats
3. become	became	become	becoming	becomes
4. begin	began	begun	beginning	begins
5. blow	blew	blown	blowing	begins
6. break	broke	broken	breaking	breaks
7. bring	brought	brought	bringing	brings
8. buy	bought	bought	buying	buys
9. catch	caught	caught	catching	catches
10. choose	chose	chosen	choosing	chooses
11. come	came	come	coming	comes
12. cost	cost	cost	costing	costs
13. cut	cut	cut	cutting	cuts
14. dig	dug	dug	digging	digs
15. do	did	done	doing	does

BASIC FORM	PAST	PAST PARTICIPLE	ING FORM	S FORM
16. drink	drank	drunk	drinking	drinks
17. drive	drove	driven	driving	drives
18. eat	ate	eaten	eating	eats
19. fall	fell	fallen	falling	falls
20. feed	fed	fed	feeding	feeds
21. feel	felt	felt	feeling	feels
22. fight	fought	fought	fighting	fights
23. find	found	found	finding	finds
24. fly	flew	flown	flying	flies
25. forget	forgot	forgotten	forgetting	forgets
26. freeze	froze	frozen	freezing	freezes
27. get	got	got, gotten	getting	gets
28. give	gave	given	giving	gives
29. go	went	gone	going	goes
30. grow	grew	grown	growing	grows

BASIC FORM	PAST	PAST PARTICIPLE	ING FORM	S FORM
31. hang	hung	hung	hanging	hangs
32. have	had	had	having	has
33. hear	heard	heard	hearing	hears
34. hit	hit	hit	hitting	hits
35. hold	held	held	holding	holds
36. hurt	hurt	hurt	hurting	hurts
37. keep	kept	kept	keeping	keeps
38. know	knew	known	knowing	knows
39. lay (put down)	laid	laid	laying	lays
40. lead	led	led	leading	leads
41. leap	leapt, leaped	leapt, leaped	leaping	leaps
42. leave	left	left	leaving	leaves
43. lend	lent	lent	lending	lends
44. let	let	let	letting	lets
45. lie (recline)	lay	lain	lying	lies

BASIC FORM	PAST	PART PARTICIPLE	ING FORM	S FORM
46. lose	lost	lost	losing	loses
47. make	made	made	making	makes
48. mean	meant	meant	meaning	means
49. meet	met	met	meeting	meets
50. pay	paid	paid	paying	pays
51. put	put	put	putting	puts
52. read	read	read	reading	reads
53. ride	rode	ridden	riding	rides
54. ring	rang	rung	ringing	rings
55. rise	rose	risen	rising	rises
56. run	ran	run	running	runs
57. say	said	said	saying	says
58. see	saw	seen	seeing	sees
59. sell	sold	sold	selling	sells
60. send	sent	sent	sending	sends

BASIC FORM	PAST	PAST PARTICIPLE	ING FORM	S FORM
61. set	set	set	setting	sets
62. sew	sewed	sewn, sewed	sewing	sews
63. shake	shook	shaken	shaking	shakes
64. shine	shone	shone	shining	shines
65. sing	sang, sung	sung	singing	sings
66. shrink	shrank, shrunk	shrunk, shrunken	shrinking	shrinks
67. sink	sank	sunk	sinking	sinks
68. sit	sat	sat	sitting	sits
69. sleep	slept	slept	sleeping	sleeps
70. speak	spoke	spoken	speaking	speaks
71. spend	spent	spent	spending	spends
72. stand	stood	stood	standing	stands
73. steal	stole	stolen	stealing	steals
74. swim	swam	swum	swimming	swims
75. swing	swung	swung	swinging	swings

BASIC FORM	PAST	PAST PARTICIPLE	ING FORM	S FORM
76. take	took	taken	taking	takes
77. teach	taught	taught	teaching	teaches
78. tear	tore	torn	tearing	tears
79. tell	told	told	telling	tells
80. think	thought	thought	thinking	thinks
81. throw	threw	thrown	throwing	throws
82. understand	understood	understood	understanding	understands
83. wake	woke	waked	waking	wakes
84. wear	wore	worn	wearing	wears
85. win	won	won	winning	wins
86. write	wrote	written	writing	writes

DEVICES SUGGESTED FOR EMPHASIZING VOCABULARY

The following games are suggested drills for emphasizing basic vocabulary that is being studied, or for reviewing basic words already studied in connection with projects or reading, and for language units. The procedure in each case may be adapted to meet the needs of the students. It would be simply a matter of substituting vocabulary according to the needs of the group.

We must not forget that in order for a drill to be effective, it must be *brief*, *interesting* and *adapted* for reading and for language units.

1

Guessing Game

The teacher asks the pupils to name objects or pictures of objects which she shows them. Those who can do so are called to the front of the class and then given the objects to hold. When all the objects have been named the children at the front hide the objects they are holding behind their backs. The teacher walks behind them and changes the objects from one child to another so that the class does not know which child is holding what object.

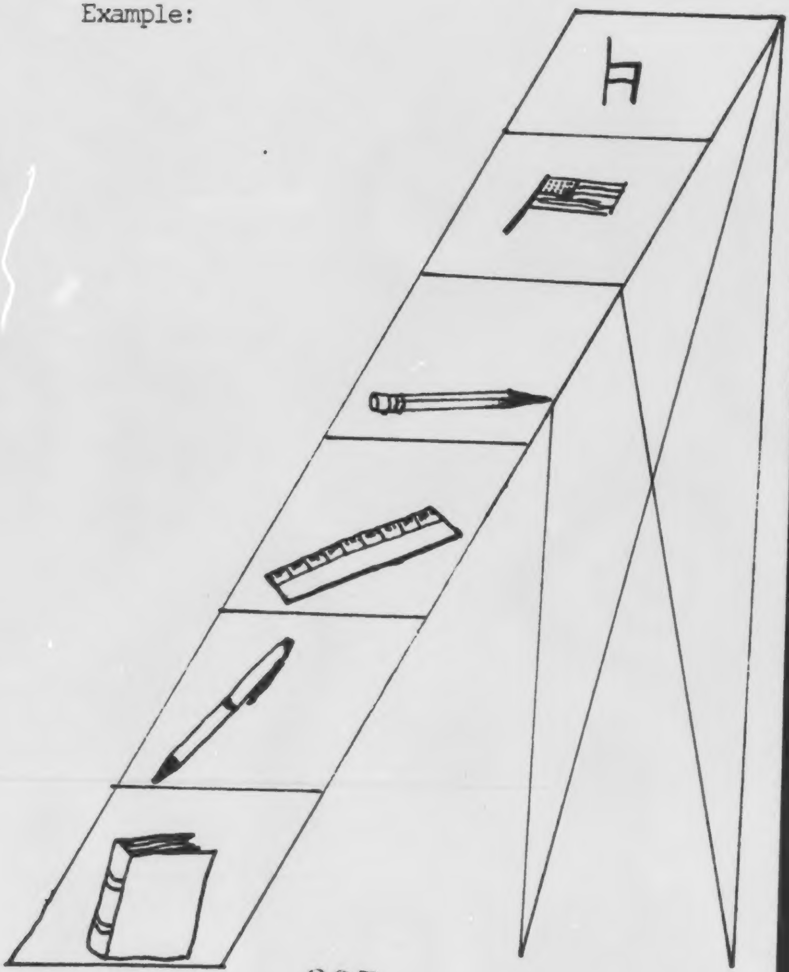
Then the class takes turns guessing. Example: "Maria, do you have the flower?" "Yes, I have the flower," or "No, I do not have the flower." The pupils who guess correctly may hold the objects until they have all been guessed. Then they may take the place of the pupils who were at the front.

2

Vocabulary Drill

Can you run up these stairs without falling? You fall everytime you forget the name of the object.

Example:



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3

Asking and Answering Questions

Before the pupils come to class each may write 4 questions. The answer should require the use of:

A. Past tense of verbs

Example:

knew
fought
taught
bit
lost
bought
caught
chose
ate
drank

B. Basic words studied or words the teacher wants to practice.

Did you know your lesson?
Did you teach verbs?
Did you lose your bag? etc.

Form two lines of students. The first pupil on one side reads a question. The first pupil on the opposite side answers it promptly, using one of the words above. If the answer is correct, this pupil then reads a question. The second pupil on the first side answers it, etc.

Pupils who make a mistake should drop out of the game. Afterwards they must pay a forfeit in terms of language work previously decided by the group.

4

Fun with Words

a. Words like found and ground belong to the ound family. By putting one or more letters in front of ound see how many words you can make.

b. Jingles:

A is for apple
so red and sweet
A big one for lunch
Is good to ___________.

c. Twin - Letter Game

Twin letters - two letters of the same kind when they come together like ll in ball.

Write as many words as you can find with these double letters: ll, mm, ee, oo, tt, etc.

5

The Soldiers

There will be two lines of children. They will be soldiers in training. The teacher will have a list of words to be dictated. The children will take turns writing words on the blackboard. If a child makes a mistake he is out. He must sit down. The winners are those who are left standing. These could be promoted and be the teachers. Those out could study the words at their desks and try again at the end of the game.

6

Picture Game

You will need a set of pictures and a list of words. How many of these words name something? Write them on your paper.

Example:

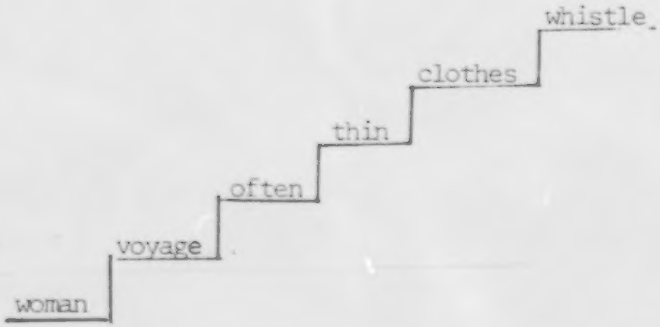
bird
dog
bee
boat
train

beach
girl
street
sand
pail

7

A Speed Drill

Can you run up these stairs without falling? You fall everytime you pronounce a word incorrectly.



This could also be used for a drill in correct usage of words. Have several word ladders. Two or more groups could be organized in the room; group competition instead of individual competition. A member of the group could help another member of his own group to score correctly.

8

Language Game

Read aloud the following pairs of words:

bring	brought	shake	shook
think	thought	rise	rose
buy	bought	write	wrote
fight	fought	break	broke
speak	spoke	come	came
teach	taught	sink	sank
catch	caught	swing	swung
leave	left	ring	rang
take	took		

The first pupil in Team A asks a question, using the first word of a pair of words. The first pupil in Team B answers, using the other word of a pair.

9

A Game of Opposites

Divide the class into two teams. A member from team "A" reads the first word in the list (noisy). A pupil in team "B" gives the opposite meaning of the word (quiet).

noisy
heavy
slow
dirty
sad
distant
brave
cloudy
ugly
wet
weak

10

A Spelling Puzzle

Copy the spelling puzzle on a piece of paper.

Then see if you can spell the following words by drawing lines through letters that are next to one another in the boxes.

Example:

Father Stars Mother

Fairy Morning

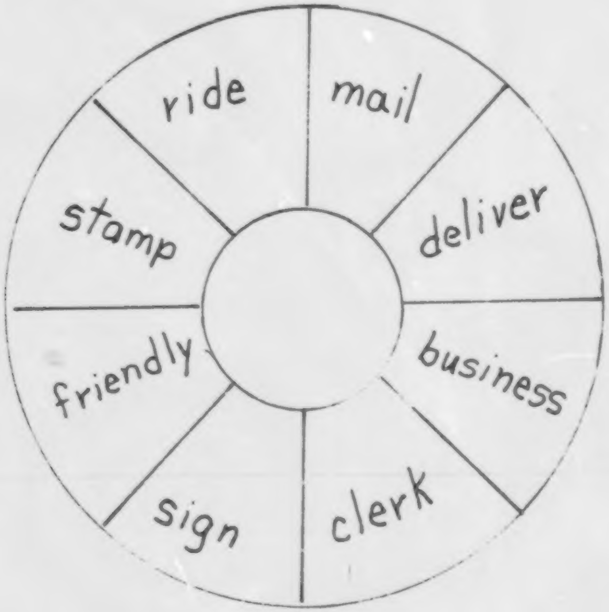
F	A	R	S	G
S	T	I	N	S
O	H	E	R	I
M	O	R	N	Y

11

Circle Game

A big circle with a small circle within it is drawn on the blackboard. Lines are drawn from the small circle to the big one. Within these spaces basic words are written. Sentences for filling blanks with those words are written on another part of the blackboard. Pupils come to the blackboard, close their eyes, pass a finger around, then stop. They open their eyes and read the word. Then they fill the blank in one of the sentences on the blackboard using the word they have pointed at.

This game can be played in a different way. Instead of writing words, numbers can be written and the list of numbers placed at the right side of the circle. Pupils point at the number, then they find the word on the list.



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643

12

A Game to Play

These words may be used to describe many different kinds of people. Use some of them in describing a person whom the members of the class will recognize. Be sure you "keep secret" the name of the person.

fat	thin
tall	short
quiet	talkative
sad	happy
kind	unkind
gentle	rough
active	inactive

When the descriptions have been written, the teacher will appoint a leader for the game.

One pupil will read the description which he has written. The first player asks, "Is he/she (name of student)?

She is Carmen.
Yes, she is.
No, she isn't.

13

Word Game

Have the list of words copied on the blackboard.

Example:

weigh
weight
steer
shade
shadow
spade
cloth
clothes
burst
alone
along
due
astonish
caution

Prepare a set of cards with objects, numbers, pictures or words that will suggest the use of the words being practiced.

60 lbs. (weight)
(weigh)
Material (cloth)
March 2 (due)
Umbrella (shade)
All by yourself (alone)
balloon (burst)
careful (caution)
surprise (astonish)
car (steer)
by (along)

Organize two teams or more. Have one pupil in team "A" draw out a card, show it to the class and give a sentence using the word suggested by the object, word, etc.

14
A Game with Twin Words

The twin words listed are trouble makers because they have mates that sound like them but have different meanings and are spelled differently.

Copy the following list of twin words on the board. Divide the class into two teams: "A and "B" . The leader of team "A" begins and follows these steps:

a. He looks at the board and reads the word, pronouncing it correctly.

b. Then he puts the word in a sentence.

c. He then calls on the leader of team "B" to give the twin word and use it in a sentence.

their ____ there
hear ____ here
too ____ to
would ____ wood
nose ____ knows
meet ____ meat
weak ____ week
sent ____ cent

new ____ knew
son ____ sun
know ____ no
buy ____ by
hour ____ our
hare ____ hair
see ____ sea

15
Game of Rhymes

The leader of the game says, "I'm thinking of a word that rhymes with whip" (any basic word may be chosen). Then each one in turn tries to guess what the word is by asking a question such as "Is it something that sails on the sea?" If wrong, the leader replies, "No, not a ship." Then another child may ask, "Does it help us in speaking?" "No, not lip." "Does it mean going away?" "Yes," answers the leader, "the word is trip." The list of words to be included should be written on the board.

16
Lottery Game

A list of words is written on the blackboard. Cards with words having the same meaning are placed in a box. Cards with the names of pupils are held by a pupil. The leader takes a card, reads the name of a pupil. He draws a card, reads the word and selects another word from the board which has more or less the same meaning.

17

My Ship Has Come From China

The leader of the game says: "My ship has come from China, It's loaded with presents." A member of the class asks "Does it have something for me?" Leader: "Yes, it has something for you." Pupil: "What is it?" Leader: "It's something that begins with ________." Here he gives a letter of the alphabet thinking of a basic word that begins with that letter. The child who guessed becomes the captain and the game will continue.

18

Spelling Balloons

Cards in different colors are cut in the form of balloons. Words are written on the back of the cards. Pupils ask to buy balloons. "I want to buy a yellow balloon." The leader takes it down and reads the word. If the pupil can write the word correctly on the board he may keep the balloon. The side having the largest number of balloons at the end of the game wins. In smaller groups the child having the largest number of balloons at the end of the game wins.

19

A One-Way Word Puzzle

A one-way puzzle may be used fixing the meaning and use of words as well as for the improvement of spelling.

Puzzle may be very short and simple with few words as in the example below, or may be longer and more complicated to fit the needs of a particular group.

Teacher will help students according to their maturity and level of English proficiency.

Example of a short puzzle:

1 R	E	D	▨	2 T	O	Y	S
3 D	E	C	E	M	B	E	R
▨	4 J	A	N	U	A	R	Y
▨	5 F	R	I	D	A	Y	▨

1. The color of Santa Claus suit.	FRIDAY
2. What Santa Claus brings us.	DECEMBER
3. The month in which Christmas comes.	JANUARY
4. The month in which the Three Kings come.	TOYS
5. The day on which we will have parties at school.	RED

Example of a large puzzle

The Farm

1. A man who works on a farm.
2. The animal that does the most work on a farm.
3. Another word for "farming".
4. A product made from milk.
5. Another word for cows and oxen.
6. Plants grow from ____________.
7. Oranges and lemons are _________.
8. In order to raise good crops, the farmer has to _______ them.
9. On the farm there are many _______.
10. Another animal besides the cow that gives us milk.
11. A long and yellow fruit.
12. _______ give us wool for warm clothes.
13. A bird from the farm that is good to eat.
14. Besides sun, the crops need ______.
15. There are no farms in the city. They are all in the _________.
16. Cats and dogs that live in the house with people are called ________.
17. There are no wild animals on the farm. They are all _________.
18. The feet of animals are called__________.

1 F	A	R	M	E	R	▨	2 H	O	R	S	E	▨
	3 A	G	R	I	C	U	L	T	U	R	E	▨
4 B	U	T	T	E	R	▨	5 C	A	T	T	L	E
	6 S	E	E	D	S	▨	7 F	R	U	I	T	S
		8 C	U	L	T	I	V	A	T	E	▨	▨
9 A	N	I	M	A	L	S	▨	10 G	O	A	T	▨
	11 B	A	N	A	N	A		12 S	H	E	E	P
13 C	H	I	C	K	E	N		14 R	A	I	N	▨
	15 C	O	U	N	T	R	Y		16 P	E	T	S
17 D	O	M	E	S	T	I	C		18 P	A	W	S

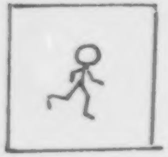
(Words may or may not be listed according to pupils' ability to recall.)

Matching Cards and Pictures

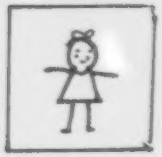
This game is an adaptation of Pin The Tail on the Donkey. It is good for practicing contrasting words (he, she; big, little, etc.), the correct use and recognition of new vocabulary (names of objects, action, colors, etc.) and the correct use of plurals, especially of pronouns.

The teacher places a series of pictures on the board vertically. Beside each picture she writes an appropriate sentence containing a blank where the word to be practiced goes. Cards on which the various words to be practiced are written, are lined up on the chalk rail. The children select the appropriate word for each picture. This may be organized as a contest or done individually.

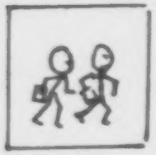
Leave cards and pictures on display for a few days after playing the game so that two or three children at a time may play it in their free moments. During succeeding days errors that continue to be made may be corrected by referring to the pictures and cards.



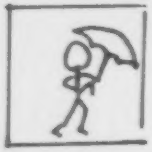
_______________is running.



_______________has a blue dress.



_______________are going to school.



_______________has an umbrella.

she - he - they

21

Find the Word

In each line below find the word that does not fit. Then read the words that belong together. (The new words are underlined.) It is assumed that others have already been taught.

a. (stomach, ear, leg, shoe)

b. (enclose, include, omit)

c. (tame, domestic, wild)

d. (weight, pounds, wheel)

e. (waist, neck, day)

f. (belt, waist, money)

g. (books, notebooks, children)

h. (bird, wings, caw)

i. (clothes, people, direct)

j. (undertakers, firemen, bread)

k. (plumbers, pipes, actors)

22

Baseball

Players--Class divided into two teams

a. Catcher
b. Pitcher

First child up at bat is asked a question (might be on verbs) by the pitcher. If the child cannot answer before the catcher answers, then the child is out. If she does answer correctly, then she goes to first base.

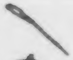
23

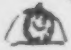
Fun with Nouns

The teacher will give two or three minutes in which to write nouns beginning with certain letters. The pupil who writes the longest list will be declared the winner if every word is a noun. The same thing may be done for verbs, adjectives, etc.

25

Riddles

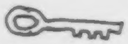
A  has a head but has no hair.

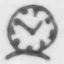
A  has a face, but no mouth there.

Needles have , but they can

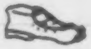
not see.

Elephants have trunks without lock

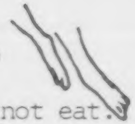
or 

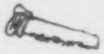
A  has hands, but no thumb or

fingers.

A  has a tongue but is no

singer.

Rivers run, though they have no 

A  has teeth, but it does not eat.

Christina Rossetti

The poem above may be used by ESL **teachers** using riddles to increase students' use of basic words that are not commonly found in their speaking vocabularies.

26

Compound Words

Write a list of simple words on the board.

Examples of Words

school
mother
play
land
hand
radio
mail
sand
head

Have the students write as many compound words as they can by using the words listed. They can divide the words in the following categories.

a. Compound words written as a single word.
   Example: motherless
            playhouse

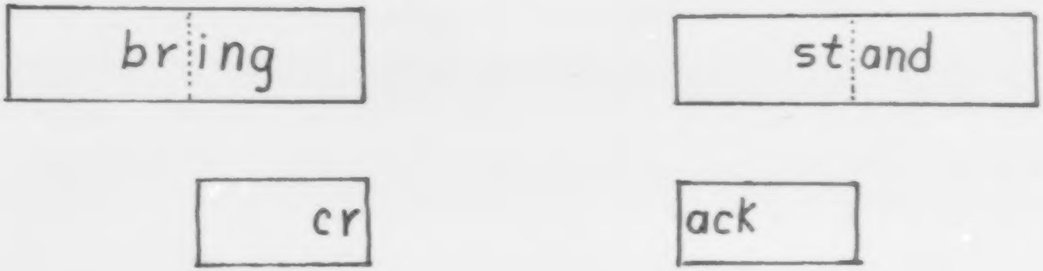
b. Compound words composed of two or more words.
   Example: mother tongue
            mail clerk

c. Hyphenated compound words.
   Example: mother-in-law
            play-act

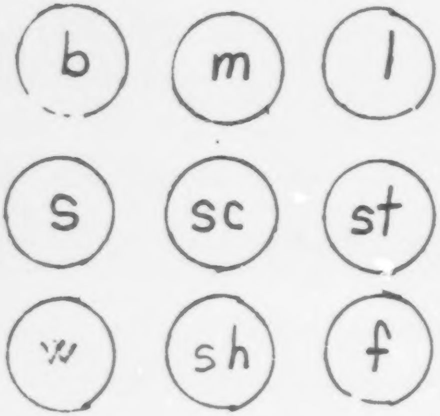
GAMES FOR STRENGTHENING THE USE OF THE WORDS (ANALYSIS SKILLS)

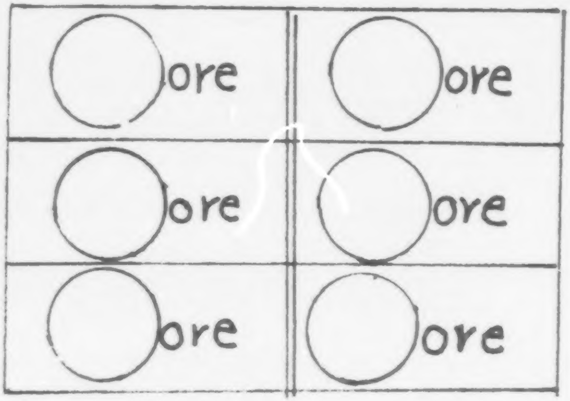
1. Matching Word Parts - A sheet of oak tag is divided into 10 sections, 2"x1/2". One word is printed on each section. These words contain the consonant blends and phonograms that have been taught, such as grass, bring, crack, stand, sheep, etc. Now cut each word in two, dividing it after the initial blend so that each card is the same size. The initial consonant blends may be made from one color, and the word endings from another. These pieces could be placed in a box and the children are to pick them out and make words. The first child completing his words is the winner.

Example:



2. Make a Word - Each player receives a card with one common ending on it, such as ate or ight. On the card are six empty circles. Players take turns drawing construction paper discs on which are printed initial consonants or blends. If the letters drawn make a known word when placed before the word ending on his card, the player may keep the disc and fill in one of his spaces. Much of the appeal of this game lies in the visual presentation. One attractive presentation involved circus figures such as seals, clowns, etc.





3. Treasure Hunt - Several packets of 3 or 5 word cards are used for this game. These packets are hidden in various areas of the room. The child is given the first packet, and he reads each word card. The last card in the packet tells where the next packet may be found, such as "Look behind the closet door." The score might be the total number of words read correctly or the student might try to finish the game in a given length of time.

4. Concentration - Place pairs of word cards face down on the table. The object of the game is to remember where the like cards are and to pick up matching pairs. Each player turns over two cards in each turn and reads the words aloud. If they match, he may keep them and take an extra turn. The player with the most cards wins.

5. **Big** - The words to be studied are written on cards. The words may be duplicated on many cards depending on players' abilities in word recognition. In a deck there should be 6 or 7 cards with the word "big" written on them. The cards are divided evenly among the players and kept face down on the table. The players take turns. Each one turns one card over and says the word printed on it. As a card with "**big**" is turned over, no one is supposed to say its name, but instead everyone is supposed to place a finger on the side of his nose. The first person to place his finger on the side of his nose get the pile of upturned cards. If the player says the word "**big**" or if a player fails to place his finger on the side of his nose, that player must forfeit a card from his pile to each of the other players. The player with all or most of the cards is the winner.

WHAT DO YOU FEEL?

In this game, students will:

build vocabulary.
learn to use descriptive adjectives.
learn to speak in sentences.
write a sentence.

MATERIALS: Feel boxes, pineapple, drawing paper, and crayons. (Other fruits or articles may be needed).

Tell the students they are going to play a game. They are not going to be able to use their eyes in this game, only their hands.

Allow each student to feel what is inside the box. Tell them they have to feel carefully and to think about a word that tells how it feels. After each one has felt what is inside the box, ask one of them to give a word that describes what he felt.

Ex.---I felt something pointy inside the box. Then call another student to expand the sentence by adding another descriptive word to it.

Ex.---I felt something pojty and sharp. Continue in this matter until everyone has had a turn. Next, ask them to draw a picture of what they think is inside the box, and on the bottom what they have drawn. Remind the students that they can use some of the words in the expanded sentence that was written on the board.

Each student will show his/her picture and read the sentences written under it.

Next, teacher will show what is inside the box and give each one of them a taste of the pineapple. Students describe how the pineapple tastes, etc.

FAMILY OF WORDS

Tell your children they will be meeting a new family of words each week. Utilizing prefixes, suffixes and root words, you can teach a large number of words which the children can retain because of the relationships. For example:

1. Psyche (mind) as in psychology, psychiatry, psychedelic, and psychosomatic.
2. (study of) as in biology, geology, ecology, embryology.
3. Trans (across) as in transport, transatlantic, transcribe, transcript.
4. Tele (far away) as in telegraph, television, telescope. (There is a little joke which is applicable, "What are the fastest means of communication?" Telephone, telegraph, etc.)

Select your choice of prefix, suffix or root to fit the comprehension of the children. You may vary this to fit the needs of the slow learner. On the junior high level, he might master "biology" and "geology", but embryology might be too difficult for him.

You may have contests to see which children can think of the largest number of words with a common prefix, root word or suffix: for example, write "graph" on the board. The children would then suggest: photograph, phonograph, telegraph.

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Circle one:

A. Area: Listening and Speaking - Reading - Writing - Cultural Understanding

B. Level: 1 - 2 - 3

C. Section: 1 - 2 - 3

In using this ESL Curriculum Guide, you will find that the materials provided are a starting point from which you are free to add your own creative touches. We would appreciate it if you would fill out the form below so that your colleagues may be kept informed of your successful strategies.

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Please write the activity and the appropriate objective and page where it should be placed.

	Objective	Page
1. Recommended Activities		
______________________________		
______________________________		
______________________________		
2. Songs, Rhymes and Games		
______________________________		
______________________________		
______________________________		

	Objective	Page
3. Books		
4. Other materials		
5. Suggestions on testing the skills		

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The ESL Curriculum Committee would like your input in improving or further developing the **curriculum.** Please answer the following questions as you work with the guide and return your answers to the Office of Curriculum Services, Newark Board of Education.

1. In what respect has the organization of the curriculum been useful to you in your classroom?

2. What areas of the curriculum are in need of improvement? Why?

3. What significant changes should be incorporated into the curriculum?

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4. What other suggestions would you make?

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